Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Shades of Elegance Corporation

Primary contact person: Dr. T.J. Graham

Mailing address:

Street/PO Box: 27 Forbes Cove

City: Byram *State:* MS *Zip:* 39272

Phone Number: *Day:* (901) 505-1640 *Evening:* (901) 517-8928

Email: tjgraham@bellsouth.net

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. T.J. Graham	School Level Title I Coordinator, Math Teacher, and Grade 7 Math Department Chair - KIPP Memphis Preparatory Middle School	Executive Director
Ms. Shantal Johnson	Science Teacher/Grade Level Chair (Grade 5) KIPP Memphis Preparatory Middle School	School Leader (Principal)

Do any of the following describe your organization, or the school/campuses proposed here? ☒

- ☐ Seeks approval for multiple campuses under a single charter.
- ☐ Already operates schools elsewhere in the US.
- ☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

- ☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Truth Academy STEAM Charter School	K - 6	K - 8

Proposed Location	
School District: *Identify the school district where the charter school will be located.*	**Sunflower County Consolidated School District**
Address of identified facility *if applicable*:	**188 Green Avenue - Drew, MS 38737**

Projected Demographic Information	%FRL: 96%	%SpEd: 15%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☒ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☒ Other (*list*): STEAM (STEM Arts-infused)	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **Ms. Shantal Johnson**

Current employment: **KIPP Memphis Preparatory Middle School**

Phone Number: ***Day:*** **(662) 721-6046** ***Evening:*** **(662) 721-6046**

Email: **shantalk81@gmail.com**

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	140	140	K - 6
Year two	200	200	K - 7
Year three	260	260	K - 8
Year four	320	320	K - 8
Year five	360	360	K - 8
At Capacity	360	360	K - 8

Executive Summary Narrative

Mission and Vision

The mission of Truth Academy STEAM Charter School is to engage and prepare future-ready students through a rigorous standards-based education that uses an arts integrated STEM framework and to provide the underpinnings for every child to be successful in college, work, and life. Truth Academy STEAM Charter School graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses. Moreover, we envision that Truth Academy's STEAM graduates will be self-motivated, creative, and innovative thinkers and problem-solvers that are prepared to be trailblazers and leaders in the 21st century global workforce.

Educational Need and Anticipated Student Population

As is the case in most schools, located in the Delta of Northeast Mississippi, the demographics of the two schools located in the city of Drew reflect their community; therefore they have been identified as school-wide project Title I - eligible schools. This simply means that the surrounding communities are high on the poverty index, qualifying the schools to receive federal supplementary funding to support the Basic Education Program (BEP). Ninety-eight point six percent (98.6%) of the elementary school students and 93.4% of the middle school students are receiving a free or discounted lunch. According to the 2014-2015 Mississippi Department of Education Enrollment Data Report, 284 students were enrolled at A.W. James Elementary School. Of the 284 students enrolled, 270 (95.07%) were Black, <5% were White, <5% were Hispanic, <5% were Multi-racial, and <0% were Asian, Native American, or Pacific Islanders. Of the 284 students enrolled, 100% were considered economically disadvantaged.

In the same academic year, 122 students were enrolled in Drew Hunter Middle School. Of these 122 students, 118 (96.72%) were Black, <5% were White, <5% were Hispanic, and <0% were Multi-racial, Asian, Native American, or Pacific Islanders. While the first language of 99% of Sunflower County's public school students is English, approximately 1% is classified as English Language Learners (ELL). However, we expect that number to increase with the influx of Hispanic families into the county. According to the 2015 Mississippi Department of Education Report Card Enrollment Data Report, special needs students at both A.W. James Elementary and Drew Hunter Middle schools were "suppressed to prevent the identification of individuals in small cells or unique characteristics" (http://reports.mde.k12.ms.us/data).

According to the December 2015 PARCC Assessment Brief prepared by the Division of Research and Development for the Mississippi Department of Education, A.W. James Elementary students performed as follows in **Mathematics**: **Grade 3** (46 assessed) - L1-8.7%, L2-28.3%, L3-39.1%, L4-0.0%, and L5-2.2%; **Grade 4** (36 assessed) - L1-25.0%; L2-47.2%; L3-13.9%; L4-13.9%; and L5-0.0%; and **Grade 5** (37 assessed) - L1-13.5%; 43.2%; 32.4%; 10.8%; and 0.0%. A.W. James Elementary students performed as follows in **English/Language Arts**: **Grade 3** (46 assessed) - L1-39.1%, L2-23.9%, L3-19.6%, L4-17.4%, and L5-0.0%; **Grade 4** (35 assessed) L1-54.3%; L2-20.0%; L3-20.0%; L4-5.7%; and L5-0.0%; and **Grade 5** (36 assessed) - L1-19.4%; L2-52.8%; L3-25.0%; L4-2.8%; and L5-0.0%.

In the same December 2015 PARCC Assessment Brief, Drew Hunter Middle School students performed as follows in **Mathematics: Grade 6** (37 assessed) - L1-35.1%, L2-45.9%, L3-13.5%, L4-5.4%, and L5-0.0%; **Grade 7** (43 assessed) - L1-27.9%; L2-55.8%; L3-14.0%; L4-

2.3%; and L5-0.0%; and **Grade 8** (32 assessed) - L1-46.9%; L2-34.4%; L3-18.8%; L4-0.0%; and L5-0.0. Drew Hunter Middle School students performed as follows in **English/Language Arts**: **Grade 6** (37 assessed) - L1-40.5%, L2-24.3%, L3-21.6%, L4-10.8%, and L5-2.7%; **Grade 7** (43 assessed) - L1-39.5%; L2-44.2%; L3-14.0%; L4-2.3%; and L5-0.0%; and **Grade 8** (32 assessed) - L1-34.4%; 25.0%; L3-21.9%; L4-18.8%; and L5-0.0%

Education Plan/School Design

With STEM + Arts or STEAM as its instructional model, Truth Academy STEAM Charter School's (TASCS) instructional focus is centered on a STEAM Pedagogy, framed by STEM education in one or more of the science, technology, engineering, and mathematics disciplines. At TASCS, however, we believe STEM is much more than subject matter, but a process of leading students through distinct levels of research, planning, creation, and reflection that will be intentionally integrated with arts instruction to increase student engagement, creative thinking, and innovation (adding 'A" for "Arts" to bridge STEM to STEAM).

Community Engagement

Truth Academy STEAM (TASCS) Charter School will rely on a vast array of community resources and organizations to provide students with sufficient structure and support. The school will provide a high quality STEAM-integrated K - 8 educational option in the Northeast area of Mississippi in Sunflower County. To meet our goal, we will use the following community outreach activities and strategies: table outside of a nearby Wal-Mart shopping centers, door-to-door canvassing in apartment complexes and neighborhoods, holding information sessions at school and community libraries, community centers, and daycare centers, speaking with families in parks, and "prototyping" (conducting demonstration lessons, highlighting curricular elements for families). We have already met with key community members, leaders, and arts organizations and collected a considerable number of letters of support or endorsement, which are published as attachments in this formal charter school application.

Leadership and Governance (Proposed Leadership Team)

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. T.J. Graham	School Level Title I Coordinator/Math Teacher/Grade 7 Math Department Chair - KIPP Memphis Preparatory Middle School	Executive Director
Ms. Shantal Johnson	Science Teacher/Grade Level Chair (Grade 5) KIPP Memphis Preparatory Middle School	School Leader (Principal)
James Potts	Iraq/Afghanistan War Veteran	Board Chair
Hazel Harris	Vice Mayor, City of Drew	Board Vice Chair
Viscia Pointer	Correctional Case Worker	Secretary
Jennie Lewis, CPA	CPA and Entrepreneur	Treasurer
Terry Tyler	Chief of Police (Drew, MS)	Sergeant-at-Arms

Enrollment Summary

Proposed Growth Plan Table

Grade Level	Number of Students					
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Capacity 2022-23
K	20	40	40	40	40	40
1	20	40	40	40	40	40
2	20	20	40	40	40	40
3	20	20	40	40	40	40
4	20	20	20	40	40	40
5	20	20	20	40	40	40
6	20	20	20	40	40	40
7		20	20	20	40	40
8			20	20	40	40
TOTAL	140	200	260	320	360	360

Growth Plan Narrative

Truth Academy STEAM Charter School will initially focus on recruitment and the development of a K-6 body of students for Years 1 and 2; then shift its focus to increase retention by Year 3 of operation. The rationale for targeting these grades is to provide a non-traditional alternative educational environment for those elementary school students, who consistently perform poorly in the traditional school environment. The growth plan anticipates a minimum of capital outlay with a maximum of Truth Academy's personnel participation to achieve the outcome of full attendance as projected. At capacity, Truth Academy will serve grades K through 8, ages 5 to 14, and accept new applications for each grade on the basis of available seats. The maximum enrollment target established in the charter will determine the number of spaces for each grade.

In the school's first year, the school will admit 20 students per grade (K - 6) for a total enrollment of 140 students. In Year 2 of operation the school will admit 60 additional students (40 kindergarteners and 20 new first graders) for a total of 200 students. We anticipate all Year-one 6th graders being promoted to Grade 7 in Year 2 of operation. In Year 3, TASCS will open a new section of third graders for a total of 260 students. We anticipate the twenty 7th graders to be promoted to Grade 8. In Year 4, TASCS will admit 40 more students (20 in Grade 5 and 20 in Grade 6) for a total of 320 students. In year 5, the school will enroll 20 additional 8th graders for a total of 360 students; the 20 founding students will exit TASCS to attend Year 1 of high school. At peak enrollment, Truth Academy STEAM Charter School will enroll 360 students, or as many as are permitted by law. If applications for admission exceed the number of seats available by grade, TASCS will hold a public lottery to determine which students will be offered admission. Preference will be given first to siblings of currently enrolled students, and second to students who reside in Sunflower County. As seats become available, students will be accepted into all grades from the original waitlist associated with that grade level's student cohort.

Section 1: Educational Program Design & Capacity

Program Overview

Truth Academy STEAM Charter School (TASCS) will use the STEM plus Arts (STEAM) approach to educate its students. STEAM is an approach, which uses STEM and the arts to promote learning that is both skill- and process-based. STEM education over the years has been praised for the endemic and enduring connections it brings to teaching and learning. However, STEM is more than just robotics and coding classes. STEM is the deliberate connection between two or more selected content areas to drive instruction through observation, inquiry and problem solving. STEM education provides a teaching and learning environment that not only strengthens the skills in science, technology, engineering and mathematics, but also the resources to connect these skills through the core processes of interpretation, communication, analysis and synthesis. Our STEAM approach will bring together the critical components of how and what, and blend them together with why. In short, our STEAM model will empower TASCS teachers to teach through integrated targets, where information is curated, shared, explored and molded into alternative ways of seeing and being through collaborative risk taking and creativity. Our students will use the skills and processes learned in science, technology, engineering, the arts and mathematics to think deeply, make deeply thought-out inquiries and solve complex problems.

Research has shown that arts integration is an instructional approach, which provides students with the opportunity to explore multiple content areas simultaneously. Arts integration engages students in learning any content area in and through the arts. This means that any subject could be taught through the intentional connection to an arts standard that is seamlessly aligned. Therefore, it is conceivable and even likely that a visitor to TASCS would witness students be reading about a Renoir or a Picasso painting, using Common Core ELA Standards and visual arts standards. Moreover, we envision that our students would be taught to explore the scientific method through the elements of music. Like STEM, the STEAM approach is not simply "extracurricular" but the authentic connection of standards, which are taught together and assessed equitably. Students will be able to access skills, talents and processes learned in the arts classroom to explore other topics and develop a personal understanding of both content areas.

Curriculum and Instructional Design

Basic learning environment - Each classroom will reflect the technology/arts-based learning model that we have selected. At Truth Academy STEAM Charter Schools founders believe that school should be relevant, fun, and a mechanism by which transferable life skills are built. It is our aim to push beyond the boundaries of the traditional learning environment by developing intriguing curriculum and compelling learning experiences that serve as a bridge between student achievement and engaging relevant instruction. In our relentless pursuit of quality, innovative instruction, the following core elements define Truth Academy STEAM Charter School's educational design:

1. STEAM
2. Rigorous Curriculum Design
3. Integrated Instruction
4. Problem-Based Learning
5. Partnerships

Core Element 1- STEAM Pedagogy: STEM is an acronym for Science, Technology, Engineering, and Mathematics and usually refers to education in one or more of these disciplines. Major steps have been taken to improve the U.S.'s competitive position through greater emphasis on the need for improved STEM education at all levels of our schools and universities. In the new global economy, an education with a STEM focus is a vital step towards providing citizens with the needed skills and technological familiarity that will enable them to take part in the exciting economies of the future. There has been concern, however, over the past several years of a decline in STEM education in the United States. Despite graduating from science and engineering programs, there are a number of STEM graduates that still cannot find jobs. Although they have the STEM skills, they often lack the creativity and innovation that is also needed in the 21st workforce. The emerging STEAM pedagogy is supported by research demonstrating that increased student engagement, creative thinking, and innovation will result by adding "A" for "Art" to bridge STEM to STEAM. Integrated Arts is an approach to learning that engages students in a creative learning process, connecting the arts with traditional subjects like language, math, science, and history. This approach enhances the learning experience as a whole, helping students achieve greater comprehension of traditional subject matter while experiencing the joy of expressing themselves through music, theatre, dance, and the visual arts.

Truth Academy STEAM Charter School founders have identified the STEM + Arts integration model (STEAM) as one that is necessary in addressing the whole child and preparing them for a future in whatever career path they choose, by implementing the STEM process integrated with the arts. This new process leads students through distinct levels of research, planning, creation, and reflection. STEM is so much more than just subject matter. STEAM at TASCS will be defined by the STEM process by which students will research global issues, imagine solutions, plan an invention or new procedure, and ultimately create, reflect on, and modify that invention or procedure through the integration of the visual and performing arts. By teaching the process and not just the stand alone subjects STEAM is associated with, TASCS will transform our classrooms into laboratories by encouraging curriculum that is driven by problem-solving, discovery, and exploratory learning by using art and design skills.

At TASCS, students will engage in STEAM lessons, which are thematic lessons that integrate all subjects and utilize the engineering design process to help students transfer knowledge. For example, in the kindergarten unit "Becoming A STEAMineer," students will use science and engineering concepts to possibly help a Toy Company ("Toyz-R-Us" for example) reinvent the game of Twister. Students will work together in teams as they learn about primary colors and the color wheel to predict and develop new colors by mixing different color pairs. With the help of their teacher and resident artists, students will redesign the game of Twister by adding their new colors and create a diagram of their new invention. Throughout the unit, students will record their learning end results in their science journals by using pictures, writing, or through teacher scripted anecdotal notes.

Core Element 2-Rigorous Curriculum Design: The academic focus at Truth Academy STEAM Charter School is not geared towards any one curriculum, but rather carefully aligned to the Common Core State Standards and the Next Generation Science Standards. Every lesson will be designed and implemented using the Rigorous Curriculum Design – a standards-based backwards-planning process. A rigorous curriculum is a set of intentionally aligned lessons with

clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into sequenced units of study. At TASCS, the Rigorous Curriculum Design process begins during summer. Teachers from each grade level will collaborate to review the common core standards, separating them into priority standards (those needed to progress to the next grade level and will be covered on the state standardized test) and supporting standards (those that support the learning of priority standards). Teachers will then "unwrap" these two sets of standards, identifying the teachable parts (skills to be taught) and translating them into student friendly learning objects. Once this process is complete, teachers begin creating targeted units of study and engaging lessons that are aligned with the identified skills. Additionally, skill-specific assessments are created that will be analyzed during Friday cluster to make adjustments to instruction and identify individualized student-learning strategies to enhance comprehension and achievement.

Core Element 3- Integrated Instruction: Also referred to as "thematic instruction," "cross content instruction," and "multi-disciplinary instruction," integrative instruction places emphasis on teams of teachers organizing instruction so that students are encouraged to make meaningful connections in learning rather than focusing on isolated skills and knowledge. Using themes as conceptual glue for learners helps students see the ways in which key concepts relate, leading to increased student achievement. Integrated instruction also aims to connect what is learned in school to real-life situations; thus it emphasizes critical thinking, problem solving, and inquiry. For example, in the unit "Around the World in 45 Days", fourth grade students will take a "field trip" around the world as they learn why it is important to measure weather, compare weather patterns, and understand how weather affects humans. Students will track weather conditions in the city of Drew while also conducting a web quest to learn of weather patterns in other countries. Students then develop presentations about their country, inviting other students to come visit there. Each student group will create flyers and advertisements about their country's weather and the activities a tourist can do. Using flip cameras, they will record a public service announcement/commercial to accompany their advertisement. Students not only add to their understanding of science concepts, but use the design and engineering process in a way that integrates literacy, mathematics, arts, social studies, and technology.

Core Element 4- Problem-Based Learning: Problem-based learning (PBL) requires students to use real world topics to begin in-depth investigations. PBL engages students with an authentic problem rooted in content (science, language, mathematics, or social studies), requiring that students beginning in Kindergarten learn to analyze, research, study a problem with a cultural, social, political, economic, historical, and scientific lens. In this approach, students select an issue that holds meaning for them. It may be a situation occurring within the school or one occurring outside of school in the broader community. For example, during their unit on animals, first grade students at TASCS will visit a nearby zoo or animal farm. One of the zookeepers or farmers visit their class after the field trip letting the students know there has been a problem at the zoo or farm – they need more animals, but need help from TASCS's first graders in figuring out which new animals should be included. Throughout the project, students will consider the problem from different perspectives: as a zookeeper/farmer considering the needs of the recommended animal, as a city council member considering what might appeal to the general public, as an economist considering the budget needed to meet the animal's needs, and as a media specialist preparing to "get the word out." Working collaboratively, each first

grade team will have representatives from the community help them prepare and present their Public Service Announcement to a panel of experts, several of whom are mentors or consultants in the process. Students will use literacy, mathematical, scientific, artistic, speaking, listening, collaboration, technological, and presentation skills to complete the unit.

Core Element 5- Partnerships: Truth Academy Charter Schools' founders aim to create a school culture that promotes community and family involvement in student achievement. Numerous arts organizations, community organizations, and individuals have agreed to serve at Truth Academy. Partnerships with the National Smithsonian Institute through a science/literacy integrated curriculum, *Arts in the Schools* artist residency program, *Winners* Before and After School Learning programs, and other organizations will enable TASCS to provide students in Drew with an educational experience that is rigorous, authentic, and fun.

Class Size and Structure: The class size and structure at Truth Academy STEAM Charter School promotes community, collaboration, and meaningful learning experiences for every child. We will have classes of 20 or fewer students each across all grade levels (K-8). In year 2 of implementation, kindergarten through first grade will share a full-time teaching assistant, who will provide support during literacy and numeracy blocks, during small group interventions, and as an additional layer of support during Building STEAM interventions. During literacy and numeracy blocks, TASCS's teachers will lead whole-class instruction, as well as homogeneously grouped small-group instruction and one-on-one conferences. Through this structure, teachers can differentiate for individual learner needs, provide remedial support for students requiring assistance, and enhancement supports for students who have mastered identified objectives and are ready for more rigorous learning experiences. Consistent attention to whole group and individualized learning will ensure that all TASCS students are on the pathway to attaining their learning goals and success targets identified in their Personalized Student Achievement Plan (PSAP).

Truth Academy STEAM Charter Schools' K-8 structure will also utilize a "looping" process. There will be four loops: K-2, 3-4, 5-6, and 7-8. Through looping, teaches are able to maximize their knowledge of students' abilities (which supports differentiation and student advancement) and build strong relationships with students and parents. Relationships developed in looping classrooms encourage students to connect in more meaningful ways – students learn to construct knowledge together, problem-solve together, and take risks with their learning together.

Why a STEAM School: In most developed countries, the arts are at the margins of formal education. There are three main reasons for such: they are seen as leisure activities, nonacademic, and irrelevant to employment or the economy. They are seen separate from the main concerns of formal schooling, where the emphasis is on academic ability and especially literacy and numeracy. The founders feel that Truth Academy STEAM Charter School offers a powerful alternative vision of the arts and of education. STEM education that fosters student engagement and that is inclusive of girls, minorities, and a broad range of learning modalities among all children has given birth to the emerging STEAM pedagogy. This approach is supported by a growing research base indicating that increased student engagement, creative thinking, and innovation results by adding A for "Art" to bridge STEM to STEAM. Arts integration provides tools for creative thinking including observing, imagining, abstracting,

recognizing patterns, forming patterns, analogizing, body thinking, and synthesizing. Arts Integration has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in afterschool and summer arts programs targeted toward delinquency prevention.

Overview of the planned curriculum - It is important to emphasize that the Truth Academy STEAM Charter School's instructional model is not merely about curriculum, programs, or materials. In accordance with Mississippi Code 37-28-15, our proposed school's curriculum is aligned to Mississippi State Standards and Common, with materials and texts used to enhance instructional delivery. Our model embraces the leveraging of partnerships with the community, developing meaningful cross-content connections in learning, and building school staff's capacities for 21st Century skills including collaboration, problem solving, and risk-taking. The following curricula will add depth to our educational program in each of the respective content areas. Since we will open with grades K-6, our Executive Director has worked with curriculum specialists to devise the Kindergarten through First grade scope and sequence.

Balanced Literacy

The most effective literacy instruction involves a combination of explicit instruction with opportunities to apply skills learned in authentic reading, writing, and communication activities. Balanced literacy blends explicit instruction, guided practice, collaborative learning, and independent reading and writing. Based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell, balanced literacy allows students to receive the individualized teaching appropriate to their strengths and literacy needs. Although balanced literacy programs vary, their characteristics are consistent with Truth Academy STEAM Schools' priority to integrate learning:

- literacy involves both reading and writing
- oral language is integrated with reading and writing
- reading instruction includes phonemic awareness, phonics, fluency, vocabulary, and
- comprehension
- reading and writing are used as tools for content-area learning
- students are motivated and engaged when they participate in authentic literacy activities

Integrating these components of the balanced literacy framework is recommended for all students, including low socioeconomic students, struggling readers, and English language learners (ELL). In K-2, students will have 180 minutes of focused literacy instruction each morning, the focus of which is to build phonemic awareness, sight words, decoding fluency, comprehension strategies, vocabulary letters, and language conventions in both reading and writing. Students are given mini-lessons that have been aligned to the Common Core State Standards and broken into skill specific units of study using the rigorous curriculum design process. Lessons begin with a Read Aloud. During the read aloud, the teacher reads a book, poem, or article to the class, modeling reading behaviors, accuracy, and fluency while also developing students listening and reading comprehension skills (teacher asks questions and lead discussions about books before, during, and after reading).

Following the read aloud, students will participate in shared reading, where the teacher reads along with students using strategies such as echo reading and choral reading to teach students to

read with smooth, rhythmic expressions. Teachers may also use reader's theatre (assigning parts of a script to students and use structured practice to enhance their reading). This motivates fluency and accuracy of delivery while also allowing students to perform the script in front of their classmates. Older students use this time to preview vocabulary, make inferences and predictions about characters and the text, and engage in rich student talk about characters and the text, and engage in rich student talk about thoughts or questions the text sparked for them.

Guided Reading (Literacy Centers/Independent Reading) follows shared reading and allows for small group differentiated instruction while the teacher works with small groups, other students either work independently at literacy centers (K-2) or read independent leveled books (3-8). For example, during a second grade guided reading session, the teacher will work with a group of four students on summarizing portions of a book by placing summary sentences on sticky notes. Other students work independently at the listening center (more practice with fluency needs), word sorting center (need more practice with vowel-consonant patterns), word work center (students quiz each other on word wall words and read decodable books), reading response center (students from previous day's guided reading group work to reread the book and write in the journals), and buddy reading (students doing repeated reading to build fluency).

During word study teachers target spelling and morphemic patterns while also providing blending, sorting, and dictation activities. Finally, writer's workshop guides students through the writing process, providing students an opportunity to demonstrate their ability to use writing skills and strategies. For example, a teacher begins writer's workshop by asking her third grade students "why do we persuade?" After jotting down class responses, she asks students to answer, " what does it mean to persuade?" "Why do we persuade?" in their journals. As the teacher builds this foundation for how and why we persuade, students will translate these concepts into writing a persuasive letter.

We anticipate that many of our students will need to increase their academically-related general knowledge and vocabulary, which is so crucial to reading comprehension in the higher elementary grades (Chall & Jacobs, 2003; Hirsch, 2003)**.** This will happen in several ways. By listening to adults read aloud to small groups during the breakfast period, ELA period, lunch/ recess, and in after school programs, students will explore and discuss various ideas, authors and genres, expand their general knowledge, and increase their academic vocabulary and familiarity with the structure of fiction and non-fiction texts. Building knowledge within various domains greatly accelerates further information acquisition within those domains (Van Overschelde & Healy, 2001, Hirsch, 2003).

An emphasis will also be placed on oral language development and vocabulary acquisition within the classroom. Teachers will incorporate into their curriculum ideas from *Bringing Words to Life* by Beck, McKeown and Kucan, and *Choice Words* by Peter H. Johnson. In Grade K-2, the primary literacy curriculum, "*Journeys' Common Core*," will be supplemented with *Text Talk,* a curriculum developed by Beck and McKeown that uses excellent trade books to teach vocabulary. Students in all grades will also expand their English vocabulary using the same comprehension-based approaches used in our world language classes. In kindergarten and first grades, as in all grades, Truth Academy STEAM Charter School will teach writing using a combination of lessons, conferencing, and continuous, repeated exposure to the process of

writing. Students will write research pieces and stories pertaining to the thematic units. They will also learn to choose their own topics and to manage their own development as they work through a wide variety of writing projects in a sustained and self-directed way. Students will share work with the class, engage in peer conferencing and editing, and will collect a wide variety of work in a writing folder, and eventually in a portfolio. The *Six Traits of Writing* model will be used as both a teaching and assessment tool.

In the afternoon, K-2 students will apply literacy skills to learning in the STEAM/PBL theme block. A 180- minute literacy block is also scheduled for grades 3-8; however, this literacy instruction will include content-based reading, including research for STEAM/ PBL units. These students will continue to build literacy skills throughout the afternoon STEAM/PBL block. During literacy blocks, students will be divided into ability leveled groups for differentiated instruction as well as to work independently with the whole group, and with partners. During STEAM/PBL blocks, however, students will be working collaboratively in heterogeneous groups.

Reading:
For our primary reading program, we plan to use newly updated, research-based Houghton Mifflin Harcourt, "Journeys' Common Core." Journeys' Common Core is a fully integrated Language Arts program. Kindergarteners are introduced to the concept of print through Big Books and Read Aloud Trade Books with a special focus on vocabulary. Comprehension in Journeys' Common Core also begins with the Read Aloud at each grade level and is supported by direct-skill instruction. A leading expert in small group instructions leveled each leveled reader. Graphic organizers are introduced early in each lesson and reinforced throughout the week with each piece of literature and leveled test. Differentiated small-group instruction is supported by weekly to-do lists for individualizing instruction and ready-made workstations to keep students engaged and on task during independent time.

Writing:
Truth Academy STEAM School will use the writing process and the *Write From the Beginning …and Beyond* (WFTB) as its core-writing program. *Write From the Beginning* utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing process. One of the six criteria for developing common core state standards was that they should "include rigorous content and application of knowledge through higher order skills." Thinking Maps and the Write from the Beginning program allow teachers to visually represent, or map, thinking embedded in the common core state standards. Thinking Maps provide students with the structures to support a deeper level of understanding which will empower them to write with more details and support.

Mathematics:
Similarly to the Balanced Literacy Framework, Truth Academy STEAM Charter School will implement a Balanced Math program that focuses on understanding the processes and strategies that lead to effective problem solving. The term "balanced" describes the equality of learning opportunities for students using the five components of Independent Math, Shared Problem

Solving, Model-guided Problem Solving, Math Games and Math Facts. Students participate in all five components of the Balanced Mathematics program each day. Students will engage in whole group learning as well as small group work. In small groups, students develop social and communication skills as they pose and challenge ideas as well as seek advice from their peers. The founders of TASCS have provided a dedicated 90-minute mathematics block for grades K-8. Teachers will use the research based *Singapore Math (Math In Focus)* curriculum to guide instruction of the Common Core State Standards. Singapore Math focuses on children not just learning, but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test. Singapore Math relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. Singapore also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it, TASCS students will diagram the elements of a word problem first and then decode the word problem to get an answer. TASCS's teachers will supplement the Singapore Math (Math In Focus) curriculum with common core aligned, standards-based instruction using the rigorous curriculum design, through direct instruction for specific concepts for which students may need more focused support.

One example of these supplementary curriculums is the *I CAN Learn® Education System*, which will be used in Grades 5 and 6. The *I CAN Learn® Education System* is an interactive, self-paced, mastery-based software system that includes the I CAN Learn Fundamentals of Math. The other supplementary Math curriculum is Renaissance Learning's *Accelerated Math,™* which is a K-12 software tool that creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. Both programs will be used in conjunction with the Singapore Math curriculum to add practice components and aid teachers in differentiating instruction.

Science:

Scientific inquiry and method will provide the backbone of science units at Truth Academy STEAM Charter School. TASCS's founders have petitioned for an invitation to the Smithsonian Institute for the purpose of implementing Science and Technology Concepts–Elementary – an inquiry-centered science curriculum for grades K-12. This comprehensive, research-based National Science Education Standards aligned science program helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts. The Smithsonian Institute also provides targeted professional development to schools to ensure implementation meets the unique needs of individual students. Additionally, TASCS will use Foss (Full Option Science System) Kits as a vehicle for deeper learning. FOSS is a proven inquiry-based, active learning science program that allows students to expand their science knowledge and strengthen their thinking skills through investigations, the use of technology, science-centered language development, outdoor studies, and engineering problems.

Social Studies:
Social Studies instruction at Truth Academy STEAM Charter School will involve both direct instruction and problem-based instructions. Teachers will use the Mississippi Academic Standards to drive social studies instruction while utilizing the Core Knowledge Sequence to add guiding content and resources. Teachers will use these two resources to create problem-based learning opportunities in which students read, research, and complete integrated projects. For example, after studying their unit on family and cultural traditions in the United States in the past, first grade students will identify other cultures in other countries using a map or globe. Students will then compare how family and cultural traditions are different in different cultures. Students will then use varying materials to create a "culture quilt", with each block on the quilt depicting family and cultural traditions around the world. The culture quilt will be hung in the lobby of the school, showcasing the school's appreciation for diversity, community, and creativity.

STEAM Kid's Lab:
At Truth Academy STEAM Charter School, STEAM Lab or Kid's Lab provides opportunities for students to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills. This approach will allow students to analyze and investigate ideas, shifting them away from learning isolated facts to the realization that all learning is interconnected within a bigger picture. STEAM Lab will provide students with chances to solve age appropriate problems as well as multiple opportunities to research, design, model, and test solutions. For example, a member of the Small Business Administration (SBA) visits TASCS's third grade class. After sharing what the SBA does, the third grade students are given a task. The city is looking for new business ideas as they continue to build the Drew community. Student teams will brainstorm ideas, decide upon a business, and (with the help of their community organization mentor) create a business plan for their prospective business. Using media, students will create a formal presentation and present their business idea at a Sunflower County Business Fair. Students will share their business idea, projected budget, description of products/services, and other compelling marketing techniques to convey the necessity of their business idea. Parents and community members will participate as presentation evaluators. Students will also complete STEAM-focused projects, yielding presentations of learning (e.g., power points, demonstrations, portfolios). All projects and interim assessments will be graded on a 0 to 5 scale with skill specific and standards driven rubrics. Along with a score, students will receive instructionally focused, academic feedback from their teacher, detailing areas of strength and improvement so that students will clearly know what to maintain and what to work on.

Music and Movement Education will be a component of the STEAM Lab experience. Integral to the STEAM/PBL pedagogy is music instruction and movement education. Brain researchers demonstrate conclusively that daily physical education plays a crucial and unique role in each child's cognitive, psychological, and physical development (Bencraft, 1999; Jenson, 1998) and that music-making contributes to the development of essential cognitive systems including reasoning, creativity, thinking, decision-making and problem-solving (Jensen, 2000). According to brain researcher Eric Jensen, music may be the foundation for later math and science excellence. As discussed in his book, *Music with the Brain in Mind* (2000), Japan, Hungary and the Netherlands require music instruction beginning in the elementary and these countries score

top in the world in math and science. Truth Academy STEAM Charter School will employ one full-time teacher for both music and movement education. As shown in the daily schedule, students at Truth Academy will attend music and movement classes during teacher planning time; additionally, regular classroom teachers will team with the music and movement education teachers during a themed STEAM block in order to infuse music and movement education into the core curriculum. Teachers will also receive professional development training in the arts integration that includes music and movement.

Visual and Performing Arts is another component of the STEAM Lab. Eric Jensen, who is also the author of *Arts with the Brain in Mind*, is a researcher who has compiled and reviewed research studies on the arts, the brain, and learning. In his review of musical arts, visual arts, and kinesthetic arts (including dramatic arts and dance, industrial arts and design, and recreational activities and physical education), Jensen concludes that arts are vital to educating our children and should be taught every day in our schools, just like language arts, math, science, and social studies. Research from the studies discussed in this book and the experience of countless classroom educators, support the view that visual arts have strong positive cognitive, emotional, social, collaborative, and neurological effects. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Education policies almost universally recognize the value of arts. Forty-seven states have arts-education mandates, forty-eight have arts-education standards, and forty have arts requirements for high school graduation, according to the 2007-08 AEP (Arts Education Partnership) state policy database. The Goals 2000 Educate America Act, passed in 1994 to set the school-reform agenda of the Clinton and Bush administration, declared the arts to be part of what all schools should teach. NCLB (No Child Left Behind), enacted in 2001, included art as one of the ten core academic subjects of public education, a designation that qualified arts programs for an assortment of federal grants.

Truth Academy STEAM Charter School will contract services for visual arts and performing arts instruction. Artists-in-residence (contracted artists) will work collaboratively with teachers of TASCS. Nearby organizations such as Arts-in-the-Schools, are close-proximity resources in the area that have expressed support and partnership interest with Truth Academy STEAM Charter School. See the school-wide Curriculum Description Table (Attachment 1), a summary of the Curriculum Scope and Sequence (Attachment 2), and a Curriculum Map for Grade 6 (Attachment 3).

Primary Instructional Strategies - Truth Academy STEAM Charter School teachers will use a wide variety of instructional strategies and methods, depending on the general and specific goals of projects and activities, and students' different learning modalities. During the summer planning session, teachers will be trained in how and when to use different instructional tools and methods so as to support their students who are not meeting learning targets, as well as those who need more challenging work. These will include targeted small group instruction and individual instruction (made possible by having 2-3 educators in each classroom, when possible), large group direct instruction (e.g., in language classes), experiments and other hands-on work, project-based work independent study, play-based learning, thematic learning, role-playing, technology-based instruction, student presentations, and field trips (Brimijoin, Marquisee, & Tomlinson, 2003; Mitchell, Foulger, et al., 2009; Smith, Karr-Kidwell, 2000; Snow, 1998).

ELL-and SPED-designated teachers will coach classroom teachers and work with individuals or small groups inside the general education classroom, when needed. To the greatest extent possible, skills and content will be introduced through the Mississippi Curriculum Framework (MCF)-aligned, cross-disciplinary thematic units. This instructional method not only delivers foundational content and promotes student engagement, but it hones higher order thinking skills because it encourages students to synthesize, personalize, think creatively, make connections, and apply complex thinking to solve problems (Carlo, August & Snow, 2005).

Because Truth Academy's teachers will be adept at using a range of instructional tools and methods that can be adapted to meet the needs of individual students, they will encourage high achievement and, at the same time, provide support for students at all levels. Having several adults in each classroom, when possible working under a skilled lead teacher will enable the school to offer differentiated instruction, which is beneficial to children across the achievement spectrum. When the school is in a position to have a second adult (T.A.) in the classroom, lead teachers will be carefully selected to ensure that they have progressive teaching experience within their disciplines and are qualified and committed to using progressive instructional methods in their classrooms. To that end, TASCS plans to hire teaching assistants who are committed to progressive education and are enthusiastic about gaining experience teaching in learner-centered classrooms. For full-time positions, a team composed of the Executive Director, Principal, representatives of the Board of Trustees' Personnel Committee, and parents and students, who serve on the Advisory Personnel Committee will review applications, interview candidates, and observe a demonstration lesson as part of the hiring process. The school will also provide targeted professional development in progressive educational methods during the summer planning session and throughout the school year.

Pupil Performance Standards

All students at Truth Academy STEAM Charter School, students will benefit from authentic, STEM arts-integrated learning experiences. As such, Technology is integrated to make science, engineering and mathematics alive as K-5 students study in these subject areas. The research shows that STEM arts-integrated schools across the country tend to have high writing scores, meet average yearly progress (AYP) each year of NCLB mandate, have a significantly high percentage of students meeting high standards in reading (average 96%), meet high standards in math (average 98%), and an average100% of their third grade students, for example, meet third grade promotional requirements.

By the end of eighth grade, Truth Academy students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEAM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Truth Academy teachers will evaluate students' academic performance on graded classroom assignments and in quarterly Progress Reports using the following four-point scale:

(4) ***Advanced*****:** Shows advanced understanding of relevant content and/or skills. Applies knowledge and/or skills in multiple contexts without significant errors. Works independently.

(3) ***Proficient*****:** Shows understanding of relevant content and/or skills. Applies knowledge

and/or skills in several contexts without significant errors. Works independently most of the time.

(2) *Basic*: Shows some understanding of relevant content and/or skills. Applies knowledge and/or skills in a few contexts but does so with some errors. Does not often work independently.

(1) *Beginning*: Does not yet show understanding of relevant content and/or skills. Does not yet apply knowledge and/or skills in different contexts or does so only with significant errors. Does not yet work independently.

Progress, which will be communicated to parents in the form of reports, will list the subjects that the student is studying (e.g., ELA, math, science, social studies) and will grade his/her level of understanding for each subject (1-4). The Reports will also describe the effort students have made in striving to reach or exceed academic standards and their progress in developing good habits of judgment and work (21st century skills). Teachers will base Progress Report academic grades on students' relative mastery of MCF learning standards (as evidenced by a variety of assessments), which will be identified in the lesson plans for each unit. Teachers will record their students' understanding of the standards on unit performance standards checklists (UPSC), which will be kept in the students' portfolios and will be used in grading, measuring and communicating the student's progress to other educators and families. The UPSCs will contain the sort of detailed, standards-based, performance information listed below.

Examples of 8th Grade/Exit Standards	**Rating**
Math MCF Standard No. 8EE(7) (Expressions and Equations) Solve linear equations in one variable.	1-4
a. Gives examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Shows which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	1-4
a. Solves linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	1-4
English Language Arts & Literacy - 8th Grade MCF Writing Standard No. 1 Writes arguments to support claims with clear reasons and relevant evidence	1-4
a. Introduces claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.	1-4
b. Supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	1-4
c. Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	1-4
d. Establishes and maintains a formal style.	1-4
e. Provides a concluding statement or section that follows from and supports the argument presented.	1-4
Life Sciences (Biology) MCF Standard No. 1 Classify organisms into the currently recognized kingdoms accord	1-4

a. Knows why it is useful to classify organisms into kingdoms.	1-4
b. Knows which characteristics are used to classify organisms into kingdoms and why these characteristics (cell complexity, number of cells, ability to make food) were chosen.	1-4
c. Can name the six kingdoms (Animals, Plants, Fungi, Archaebacteria, Eubacteria, Protists)	1-4
d. Can name organisms that are within each of the six kingdoms.	1-4
e. Can correctly identify an organism's kingdom based on a description of the organism	

Note: See Attachment 4 for a complete set of proposed learning standards for Grade 8.

High School Graduation Requirements (for schools serving grades 9-12 only)

N/A - Truth Academy STEAM Charter School is a K-8 School.

School Calendar and Schedule

Upon approval of the application, Truth Academy STEAM Charter School proposes to open in August 2017 with 20 students per grade in grades K-6, for a total of 140 students. The school's enrollment will more than double to 360 students in grades K-8 by its fifth year of operation (two strands for each grade). To enter kindergarten, students must be five years old as of September 1st. Each year, students will be admitted in accordance with our growth plan (See the Growth Plan Narrative in the Enrollment Summary section on page 2 of this application). At capacity, students will be admitted in accordance with Mississippi State Laws regarding student enrollment in charter schools, as seats become available.

Truth Academy STEAM Charter School will closely align its school calendar with the Sunflower County district school calendar. The school year will begin the second week in August and conclude the 4th week in May (see Attachment 5 for Year 1 Proposed Academic Calendar). Students will attend school for 180 days. Faculty will work 197 days in the school's first year of operation: 180 days will be spent teaching, three (3) days will be spent in professional development, and 14 days will be spent during the summer of 2017 training, conducting student home visits, working with other teachers to review students' records, review the curriculum, participate in the TASCS Community Weekend event, and student registration.

The school will open its Common Room at 6:30 a.m. for optional "Before Care" (BC), with "playtime" beginning at 7:00 a.m. (see Attachment 5 for Sample daily and Weekly Schedules). During "playtime," students will play games and be involved in reading and other activities while waiting for breakfast to be served. The breakfast serving line will open at 7:30 a.m. School staff and volunteers will supervise breakfast. The school day will begin at 8:00 a.m. and will end at 3:30 p.m. (7.5 hrs./day). Students will have 1,350 hours per year of structured learning time during the regular school day and an approximate average of 1,890 in-school hours per year involved in BC, AC, or after school programs. The optional, after-school, academic support/enrichment programs (including the LiTL Programs) will run from 3:30 p.m. to 4:00 p.m. each day (with a 15-minute snack break from 3:45 – 4:00 p.m.). The optional "After Care" (AC) program will run from 4:00 p.m. until 6:00 p.m. Students attending this program will have up to 180 hours per year of additional structured learning time, for a total of 1,530 in-school hours per year per year of structured learning time. Non-academic, after-school programs and

sports clubs will also be available.

In the school's first year, there will be six regular classrooms (K-6) with approximately 20 students in each, with one teacher in each classroom. Beginning in Year 2, a Teachers' Assistant will be hired to share among the K-2 teachers. A schedule will be developed to ensure equality of time shared. Depending on need, there may also be ELL and Special Education teachers working with individuals or with small groups in the classrooms. Student teachers and volunteers will also support the classroom teachers.

School Culture

Truth Academy STEAM Charter School's classes, community meetings, and school programs will encourage students to be confident, responsible, positive, determined, compassionate, and reflective leaders. Friday Character Education classes will focus on deepening student understanding of concepts described in the TASCS creed such as dignity, community, and leadership. Student achievement will be dependent upon a positive, safe, caring, and vibrant school community. In order to ensure high academic standards, TASCS will maintain high personal standards. The school will require a dress code and enforce a strict code of conduct in which misbehavior will not be tolerated. The safe environment will allow classes to be focused on effective instructional practices and enable TASCS to celebrate learning and recognize each student's academic and personal talents and accomplishments.

The Principal is responsible for setting the school culture and serving as the greatest promoter of the schools instructional program. TASCS will use the *Responsive Classroom* approach to creating a school-wide culture of respect, responsibility, and caring through integrated social-emotional education. Students will be entrusted with responsibility for directing part of their learning, exhibiting good work habits, and being honest, respectful, and supportive members of our community. They will be encouraged to engage regularly in self-reflection, exercise self-discipline, maintain high personal expectations, and exhibit independence as they learn to manage their own academic and social-emotional learning. Students' progress toward these goals will be recorded in students' portfolios by their classroom teachers and advisors, who will get to know each of them as individuals and will receive input on their progress from others in the school community. Students will set and help monitor their own progress toward non-academic goals in their Personal Education Plans (PEP).

The renewal inspection team will see a pervasive school culture in which students, staff and families from diverse backgrounds respect one another, take responsibility for the quality of their work and their own academic and social-emotional learning, and support others as they strive to reach their full potential. They will see an educational program that is progressive in its implementation, highly responsive to students' needs and interests, and which sets and supports high expectations for all students' achievement. They will see children actively engaged in posing questions, discovering meaning, applying relevant skills and knowledge, sharpening their critical thinking and creative problem-solving skills, regulating their own behavior, and managing their own learning. Students' work displayed throughout the school, classroom interactions, and their academic data will evidence both standards-based knowledge and skills, and the habits of judgment necessary to participate in our 21st century economy and our democratic society. The enthusiasm for learning will be palpable throughout the school. The renewal inspection team will find that TASCS will have made substantial progress toward

meeting its Accountability Plan goals in the areas of academic performance, organizational viability and faithfulness to the school's charter. Students will have met academic progress targets, and the school will have full enrollment with a majority of students who are not native-English speakers, a balanced budget, and widespread, family participation in democratic school governance and the day-to-day operation of the school.

Supplemental Programming

In Year 1 of implementation, co-curricular and extracurricular activities will not be the focus. However, as funds become available, the founders recognize the merit in implementing specialized programs that compliment the STEAM format. Funds will be necessary to provide stipends to teachers and other staff members, who will serve as coaches and coordinators. These include, but will not be limited to intermural and intramural Science Fairs, History Days, Spelling Bees, STEM/Arts Contests, Competitive Sports and other approved competitions.

In the meantime, TASCS's students will have one hour/day of pure subject area study and up to nine hours/week of core integrated with thematic study in science, technology, engineering, art or music. In the 3:30 to 4:00 after school extended-day activities period and the 4:00 to 6:00 after care program, students will be able to participate in inquiry-based STEM workshops and related field trips. While core subjects will be taught to students by grade level, multi-age grouping in the STEM + Arts periods and after school programs will allow students to explore math and science concepts with students who have similar interests and abilities. Students at all grade levels will also learn and practice reading and math skills by playing some of the many games that require reading and math at various times throughout the day. Assessment of student progress is discussed in the "Assessment" section of this proposal.

Students who are two or more years below grade level and/or experiencing significant academic difficulty on an ongoing basis will be targeted for additional hours of instruction in early in the school year. Teachers at all grade levels will use End-of-Quarter 1 assessment data to identify struggling students. These students will not only be required to attend the 30-minute extended-day tutorials but they will be recommended for Saturday School Tutorials. These four-hour Saturday sessions (8:00 - 12:00) will occur one Saturday bi-monthly in the first semester and monthly in the second semester. Lunch will be provided, but parents will be responsible for transportation. Students will receive instruction in their area(s) of weakness. Parents will receive written reports on their child(ren)'s academic status and encouraged to allow their children to attend the Saturday School Tutorials to improve their academic standings. In order to minimize cost, TASCS teachers and trained volunteers will serve as tutors in the Saturday sessions. TASCS will consider implementing a Summer School Program in Year 6 of operation.

Special Populations and At-Risk Students

Overall Plan to serve students with special needs - Truth Academy STEAM Charter School teachers, special education professionals, and administrators will identify students who may need special education services by interviewing students and families during summer home visits, reviewing records from students' previous schools, observing students in school, monitoring student progress, and checking for achievement of developmental milestones in the early grades. The following table demonstrates a calculation of at-risk students the school anticipates serving.

	% Eligible for Free Lunch	% Students with Disabilities
Anticipated school demographics	140/140 (100%)	18/140 = 12.9%
Current school district demographics	4,036/4,036 (100%)	.80 * 12.2 = 9.8%
80% minimum calculation	.80 * 100% = 80%	.80 * 12.9 = 10.3%

Based on the district in which the proposed charter school will be located, we project the above demographic makeup of the school. The projections for the total number of students who receive free lunch and/or special education services satisfy the 80% rule as described by Mississippi Code § 37-28-23(5). According to information provided by the Mississippi Charter School Authorizer Board, Sunflower County Consolidated School District's total enrollment is 4,036. All 4,046 (100%) are eligible for free lunch. The MCSAB also reports that 516.61 (12.2%) of the district's students qualify as students with disabilities. Eighty percent for the district is 9.8%. In order to meet the 80% rule, Truth Academy Charter School must serve a minimum of 10.3% of the 12.9% SPED population. Our school expects to meet and exceed the 80% rule, in that we expect 100% of our total enrollment (including SPED students) to qualify for free lunch.

Plan to identify and meet the needs of students with special needs - Truth Academy will employ a three-tiered Response to Intervention (RTI) system designed to provide children with support before they experience a pattern of failure and to avoid over-identification. All TASCS students will have differentiated instruction tailored to their learning needs and they will be assessed regularly to check for progress (Tier 1). Students not making adequate progress in the core curriculum will then receive Tier 2 interventions, which may include intensive, targeted instruction in small groups during school and in the after school programs (provided by specialists or trained classroom teachers), they may work in specially adapted areas of the classroom, and they will be closely monitored using observations, and DIBELS, Woodcock Johnson, WIAT-III, and/or Key Math assessments.

Specific programs, practices and strategies - Truth Academy STEAM Charter School will strive to place SPED students in the least restrictive environment possible—ideally in a general education classroom in which a classroom teacher and teaching assistant will be coached and/or assisted by a SPED Coordinator/Teacher or SPED teacher. Interventions may include differentiated curriculum and/or instruction, instructional grouping, the use of assistive technology, and/or other accommodations and support**.** Students who require more intensive services will receive extended individualized instruction from highly qualified SPED teachers who are licensed, certified, and are trained in the Wilson or Orton-Gillingham literacy programs. Special Education professors from partner higher educational institutions will be contracted to consult with teachers about strategies for helping children with severe reading difficulties. Classroom teachers will have RTI training and other special education training as needed.

As part of our arts integration, every learner receives hand on, engaging and compelling learning during the STEAM Block. The classroom teacher teaches this block with added support from the literacy and numeracy specialists as well as artists in residence. During this time all skills are emphasized as part of the project-based assignments. The students are grouped heterogeneously

with the opportunity to work in groups that provide support for both remediation and acceleration.

Knowledge and skills that are practiced in only one context often become "inert," meaning that students are unable to access them outside of the particular context in which they were learned (Doyle, 1984). However Gentner, Lowenstein and Thompson (2003) have shown that students' knowledge transfer is greatly improved when they are frequently asked to compare key ideas as they apply to different examples. If we expect students to be able to use their knowledge and skills in new situations, then, we must ensure that they learn important concepts through a variety of examples. Through exposure to a spiraled curriculum that frequently asks them to access their prior knowledge in new ways, Truth Academy's students will develop deep understanding of important concepts as they relate to a variety of possible applications and content areas. For example, TASCS students who study the idea of culture as it applies to their school, to foreign cultures and to various cultural groups within Drew, will develop a robust understanding of this concept, which will enable them to more readily apply ideas about it to new problems, i.e. "describe important symbols of our classroom culture."

Truth Academy STEAM Charter Schools' program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress. As focus will be on an inclusive setting and delivering instruction in the general education classroom, an emphasis on staff development and in-service will be maintained to ensure that all classroom teachers use effective strategies to ensure student success. Accommodations for students are made following the principles outlined in Teaching Kids with Learning Difficulties in the Regular Classroom by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process.

Monitoring and evaluating progress and successes - The Principal will oversee and evaluate the school's special education services. SPED students' progress will be evaluated and monitored in the same ways that other students' progress will be evaluated and monitored—in the biweekly mixed-grade team meetings involving classroom teachers, SPED teachers, ELL teachers, and the Principal, and as part of their PSAP and Progress Report conferences at the end of each semester, in which families will have a formal opportunity to evaluate the SPED services provided to their children. In addition, SPED students will have annual IEP and 504 Plan reviews at which progress toward goals will be assessed. The Principal will periodically review SPED students' progress toward reaching benchmarks as a whole to determine whether the school's SPED services are effective.

Plans to have qualified staffing for special needs students - In the school's first year of operation, when we anticipate having around 20 SPED students, we will hire one classroom teacher, who has special education experience and/or certification to serve as the school's designated SPED Coordinator/Teacher at a starting salary outlined in the Salary Schedule for Teachers on page 22 in the Truth Academy STEAM Charter School Employee Handbook (Attachment 15) of this application. The SPED Coordinator/Teacher will evaluate potentially eligible students, draft IEPs and 504 Plans, work with classroom teachers to plan and deliver

services, document students' progress toward IEP and PSAP goals, and oversee the annual review process. The SPED Teachers will work with classroom teachers to plan and deliver services and document students' progress toward IEP and PSAP goals**.** The school's Secretary (and eventually the Office Manager) will schedule and arrange students' annual IEP and 504 Plan reviews, update and maintain SPED students' records, and assist with other administrative tasks. The SPED Coordinator/Teacher will be highly qualified, licensed, certified, and trained in the Wilson or Orton-Gillingham literacy programs. In its first few years of operation, ECS will contract with outside occupational, physical, and speech and language therapists, and psychologists to provide consulting, testing, and services to students as needed. We are considering the following contractors: OT and PT: Occupational Therapy Associates; speech and language therapists: Children's Speech and Hearing Specialists, LLC; and psychologists.

Meeting the needs of English Language Learners (ELL) students - The city of Drew currently has a very small number of ELL families. However, with the gradual influx of Hispanic families in the area, we anticipate enrolling students who are considered limited English speaking proficient (LEP); thereby qualifying them as ELL students. We also plan to aggressively recruit other-than-black students, so as to create a diverse learning environment in terms of race and culture. For the aforementioned reasons, the founders have designed a comprehensive learning environment that we feel meets the needs of ELL students.

Truth Academy STEAM Charter School contends that emphasis on strengthening content knowledge in the elementary grades will be especially effective for Limited English Proficient and English language learners. LEPs and ELLs, who often struggle with reading comprehension due to a lack of English vocabulary, are able to dramatically improve their reading ability when systematically exposed to content-specific vocabulary over time (Carlo, August & Snow, 2005). Furthermore, research indicates that LEPs and ELLs benefit from the linking of language instruction to content and themes taught throughout the curriculum (Garcia & Godina, 2004; Gersten, Baker, Shanahan, Linan-Thompson, Collins, Scarcella, 2007).

Identifying ELL Students - When registering a student for Truth Academy, each family will complete a Home Language Survey (HLS), which will be available in English, Spanish, or other language. If responses to the HLS indicate a home language other than English, the incoming student will receive an initial assessment of English proficiency from a trained ESL test administrator, using an MDE-approved initial assessment, such as the Language Assessment Scales (LAS) Pre-LAS, or Idea Proficiency Test (IPT). These tests will be used to determine the student's English proficiency in listening, speaking, reading and writing. Any student who is assessed as NES (Non English Speaking) or LES (Limited English Speaking) is considered an English Language Learner (ELL) and will be eligible for ELL services. Students whose test results indicate limited English proficiency in reading and writing will also be considered eligible for ELL services. Parents/guardians will be notified in writing of their child's eligibility, given a written description (in the home language and in English) of the ELL services their child will receive, and informed of the waiver process pursuant to 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(E), (G), and (H) and Section 3122 and Section 1116 of NCLB.

Monitoring and evaluating progress and successes of ELL students - The school's ELL Coordinator will draft an English Language Development Plan (ELDP) for each English Language Learner, which will indicate the ELL's English proficiency level and the amount of planned English Language Proficiency Benchmarks and Outcomes (ELPBO)–aligned instruction

(both push-in and pull out) that the student will receive. As part of the ELDP, ELLs will receive grade level, MCF-aligned, Sheltered English Immersion (SEI) in the general education classrooms by a highly qualified ELL licensed teacher trained in SEI. Sheltered English content instruction consists of a variety of methods and approaches designed to make content more comprehensible to ELLs. Although SEI is designed for ELL students at an intermediate level, all English Language Learners can benefit from sheltered English instruction presented through a variety of modalities such as adapted text, graphic organizers, visuals, demonstrations, and manipulatives. Teachers and teaching assistants will reinforce content and increase its comprehensibility by involving students in small group and collaborative learning activities. Interacting with and learning from peers at all levels of English proficiency will provide each ELL with frequent opportunities to develop, practice and demonstrate his/her listening, speaking, reading, and writing skills in English. Vocabulary and academic language will be modeled, posted, previewed, explicitly taught, and used in context. Whenever possible, vocabulary will be linked to cognates in the students' home languages. English vocabulary and academic language will continue for FLEP (formerly limited English proficient) students after they have exited the ELL program.

In addition to effective SEI in the classroom, all English Language Learners will receive English as a Second Language instruction from a highly qualified, licensed ESL teacher. ELLs at levels which correspond with Mississippi's English Language Proficiency Test (ELPT) proficiency levels 1 and 2 will receive direct ESL instruction for 2–3 hours daily; ELLs at the mid-level (corresponds to ELPT level 3) will receive ESL instruction 1-2 hours daily; and students at levels 4 & 5, approximately 2.5 hours/week. Research-based ESL curricula such as the Avenues (Hampton-Brown) Series will also be used, in particular for non-/limited English speakers in grades 2-5. As in the world language classes (Spanish, Portuguese, and French), ESL instruction will be provided in multiple modalities. Teachers will be skilled in a variety of approaches designed to imbed language in context. Among these are TPRS (Teaching Proficiency through Reading and Storytelling) an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensive, personalized and contextualized manner, and TPR (Total Physical Response).

Each ELL's progress will be measured annually using the ELPT R/W (English Language Proficiency Test/Proficiency – Reading/Writing). Truth Academy will also use internal assessments designed to monitor progress and inform instruction. Through frequent checks for comprehension, performance assessments, and ongoing portfolio development, teachers and advisors will be able to provide support and intervention promptly when need is identified, both during school and in the after-school academic enrichment and Learning in Two Languages (LiTL) programs.

Parents will be informed in, both English and the native language, of their children's progress in acquiring English. Progress reporting will occur on the same schedule as for parents of non-ELL students. Once an ELL student has attained English proficiency in listening, speaking, reading, and writing, which is equivalent to an ELPT level 5 (or approaching 5 in reading and writing with high ELA scores on the PARCC (Partnership for Assessment of Readiness for College and Careers), which replaced the Mississippi Curriculum Test (MCT2) in the 2014-2015 school year, that student will be exited from the ELL program. Formerly limited English proficient (FLEP) students will be formally monitored for two years after exiting ELL services and will continue to

receive targeted language and literacy support in English, and in their native language throughout their time at Truth Academy STEAM Charter School. All families will be encouraged to take advantage of Truth Academy's after-school LiTL Programs.

Providing qualified staff for Truth Academy's ELL students - The school's ELL teachers will be highly qualified, licensed in ELL/ESL, and trained in SEI. The delivery of ELL services will be overseen by an experienced ELL Coordinator/Teacher, who will be highly qualified, licensed, who has had extensive formal education in language acquisition, instruction and assessment of ELLs, and who is familiar with state and federal regulations concerning the education of English Language Learners. The ELL Coordinator/Teacher will advise the Executive Director and Principal about changes in state ELL guidelines. The ELL Coordinator/Teacher will also be responsible for ELL student identification, placement, assessment, and will maintain accurate records and documentation to ensure ECS's compliance with state and federal guidelines relative to the access and instruction of English Language Learners. The ELL-designated Coordinator/Teacher will share responsibility for seeing that ELLs receive ESL instruction appropriate for their level of proficiency. ELL-designated instructional staff will be compensated in accordance with their experience and qualifications, with starting salaries in the range as shown on the Salary Schedule for Teachers on page 21 in the Truth Academy STEAM Charter School Employee Handbook (Attachment 15) of this application.

The Executive Director and Principal will have formal responsibility for evaluating the effectiveness of the English Language Development Program using the same procedures used to evaluate the effectiveness of classroom instruction generally. They will seek input from all teachers and staff working with ELLs, families and students. As necessary, they will enlist the services of ELL consultants and professional trainers from local colleges/universities and regional centers.

Meet the needs of students who are performing below grade level and monitor their progress - When educators suspect that a child may have atypical needs, they will consult with the school's designated Special Education Coordinator/Teacher, who will be responsible for evaluating student needs, arranging IEP meetings, and connecting students to the services they need to be successful at school. The SPED Coordinator/Teacher may involve outside occupational, physical, or speech and language therapists, and/or the school's part-time counselor to better understand the student's needs and to arrange for appropriate testing and support. If a student's classroom teacher, SPED Coordinator/Teacher, or his/her family determine that the student is consistently failing to make adequate progress in the core curriculum, he/she will be further evaluated to possibly receive Tier 3 interventions, which would then be specified in a 504 Plan or Individualized Educational Plan (IEP) drafted in accordance with the process required by law.

Identifying and meeting the needs of intellectually gifted students - Truth Academy STEAM Charter School will identify gifted/talented and academically advanced students in accordance with Mississippi Code § 37-23-171-181. All students at TASCS will be challenged on their independent learning levels through Personal Student Achievement Plans (PSAP), a rigorous, standards-based and arts integrated curriculum that utilizes the engineering design process, and the use of ability grouping. TASCS supports the movement of students with disabilities into less

restrictive environments and increased interactions of students with disabilities with nondisabled students.

Gifted students are no exception to the philosophy of achieving individual goals and demonstrating personal growth in achievement. Teachers will utilize the tools set forth in Susan Winebrenner's book, Teaching Gifted Kids in the Regular Classroom. The book is written based upon Winebrunner's own experiences as well of those of other creative teachers to provide a blueprint for teachers who wish to involve, excite, and entice gifted students to be learners. It also addresses the competitive nature of some gifted students and how to address and embrace that characteristic to achieve, learn and contribute in school while setting the academic goals high enough to challenge, but not too high that they become unattainable. At Truth Academy STEAM Charter School, we will challenge each student appropriately so they can reach their personal best in all academic areas.

Student Recruitment and Enrollment

Plan for recruitment - Truth Academy STEAM Charter School will recruit students during the pre-opening year through the use of enrollment fairs, church visits, neighborhood canvassing, direct mail, volunteer marketing, special community events, enrollment intent forums, open houses, recruitment flyers, website, radio, television commercials, various other adds, etc. The recruitment team under the direction of the Executive Director and Principal will establish goals to reach each enrollment target for students in grades K–6 during the implementation year (2017), and each succeeding year thereafter.

In accordance with Mississippi Code §37-28-23, the school will reach-out to and target families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at-risk of academic failure to improve their academic performance and value-added academic growth. Recruitment efforts are outlined in the following chart:

Activities	Events	Responsible Party(ies)	Timeline
Intent to Enroll Forms	Distribute Intent to Enroll forms	Executive Director Principal/Staff Recruitment Team	October 3, 2016 – February 13, 2017
Neighborhood Canvassing	Distribute enrollment intent forms and informational flyers. Meet with potential parents and students.	Executive Director Principal/Staff Recruitment Team	January 3, 2017 – June 30, 2014
Community Meetings	School information sessions designed for community engagement and student enrollment.	Executive Director Principal/Staff Recruitment Team	October 12, 2016, March 15, 2017, and June 21, 2017
Strategic Outlook Events	Pre-approval community meetings with potential parents and students. School information and enrollment intent forms distributed.	Executive Director Board Members Principal Volunteers Recruitment Team	July 12, 2016 and Public Hearing (Mid August - TBD)
Church Visits	Community engagement	Executive Director	February 12, 2017 –

	to meet with potential parents and students. Distribute school information and enrollment intent forms.	Board Members Principal Volunteers Recruitment Team	May 21, 2017
Marketing	Direct Mail, Flyers, Radio, Television, Email Marketing, School Website	Executive Director Board Members Principal Volunteers Recruitment Team	September 19, 2016 – Ongoing
Enrollment Fair	On school site. Allow the community to visit the school site.	Executive Director Board Members Principal Volunteers Recruitment Team	March 22, 2017 (Enrollment Fair), Pre-Opening Enrollment (Ongoing)
Open House	Allow parents and community members exposure to student learning.	Executive Director Board Members Principal Volunteers Recruitment Team Teachers	Fall, 2017

Note: The complete Enrollment Policy is outlined in Attachment 6 of this application.

Student Discipline

The Truth Academy STEAM Charter School development team realized early in the development process that student discipline is crucial to ensuring that all students would be provided an educational environment that is conducive to learning. It was also important to us that students and parents had access to the school's discipline policy at the time of enrollment. Therefore, we developed a discipline policy that is in accordance with MS § Code 37-11-53. The discipline policy is included in the Truth Academy Parent/Student Handbook, which will be distributed to students and their parents in a meeting at the beginning of the school year, where the policy will be discussed. The policy will be reviewed regularly for effectiveness, by a collaborative team, which shall include board members, school staff, parent/caregivers and the school council.

TASCS considered a balanced approach when developing the policy, in that we considered the recognition of the impact of acceptable and unacceptable behavior on student achievement. Our discipline policy is designed to serve as the foundation for a safe, happy and productive school. It emphasizes that every student enrolled at Truth Academy has the right to a bully free, intimidation free happy and safe learning environment. We want our students to feel that their school provides a place of learning where it's their right to be treated fairly and with dignity. These same rights apply to the school's faculty and staff, as the school is their workplace. Generally, Truth Academy STEAM Charter School's discipline policy contains information regarding: 1) school rules or discipline code; 2) strategies to promote good discipline and effective learning within the school; 3) practices designed to recognize and reinforce student achievement; and strategies for dealing with unacceptable behavior. See Attachment 7 for a detailed outline of Truth Academy's Discipline Policy.

Parent and Community Involvement

Prior to July 2012, the Drew School District was a public school district based in Drew, Mississippi. The school district's attendance boundary included Drew, Rome, and the employee residences of the Mississippi State Penitentiary (Parchman), located in an unincorporated area. As of July 1, 2012, the district was consolidated with the Sunflower County School District. In short, the Sunflower County Consolidated School District is currently serving schools located in the city of Drew (A. W. James Elementary School and Drew Hunter Middle School). Although the elementary and middle school students still attend schools in Drew, the Sunflower County Consolidated School District governs their schools.

Because of the city's geographical location, its schools have fewer resources than other schools. Families in the Drew area do not earn as much income as their urban counterparts, may have lower education levels, and many experience poverty and high mobility. The schools, prior to 2012, faced special challenges for getting families more involved. On the other hand, these schools have other factors that work in their favor; Truth Academy STEAM Charter School will embrace these factors so as to rally support for the school:

- The rural communities of Drew are rich in history and pride for their local schools.
- Families and other community members of Drew are very much interested in restoring the sense of pride in their schools that existed prior to the consolidation.
- The schools often served as community centers where people gathered for sporting events, celebrations or special programs.
- Teachers and administrators are able to give more personal attention to their students.

Truth Academy STEAM Charter School will consider the aforementioned factors to implement unique strategies to build effective partnerships with families and communities. TASCS will: 1) promote the school as a location for meetings for community groups with common interests; 2) open the school library and computer facilities for public use; 3) use home visits to target hard-to-reach families; 4) involve active families as volunteers to reach out to other families in the community; 5) involve families in non-academic areas such as school STEM/STEAM Projects fairs, sports programs, band, and choir, etc.; 6) set up a community expo at the school for health and human service agencies, perhaps in conjunction with a school festival or parent-teacher night; 7) use special events to highlight local service organizations that promote academic achievement; 8) provide transportation to family activities; 9) use informal networks, such as phone trees to contact families; 10) communicate school news, not just through written newsletters and bulletins, but also through a phone hotline so that those with low literacy skills have equal access to information; 11) mail communications to families because some families may not have Internet or a telephone; and 12) offer adult education opportunities at the school for the families of students and other families in the community.

To give parents and key community members a meaningful voice in what goes on in the school, they will also be invited to serve on school decision-making committees (e.g. School Improvement Plan Committee, Parent Advisory Council, Student Activities Committee, etc.). We have already selected two prospective parents to serve on the Truth Academy STEAM Charter School Board of Trustees.

Educational Program Capacity

Truth Academy STEAM Charter School Leadership Team will consist of the five member School Board and the Executive Director. All proposed members of the Truth Academy STEAM Charter School Board have deep ties to the community, impressive backgrounds, and experience in leadership roles. See Attachment 9 for detailed descriptions of their leadership capacities as outlined in resumes and brief biographies.

The proposed Executive Director (Dr. T.J. Graham) is leading the school development process to establish a charter school in Drew. Dr. T.J. Graham, the primary developer of this proposal is a career educator with more than 25 years of service at all grade levels and in several positions, ranging from PreK-12 classroom teacher and elementary principal to district Title I instructional supervisor, superintendent of school (Helena/West Helena, Arkansas) to undergraduate graduate school college/university professor. While in higher education, Dr. Graham authored a proposal for the development and implementation of a Middle College/Early College High School on the campus of LeMoyne-Owen College in Memphis, Tennessee. The school has dual governance and Dr. Graham served as liaison between the high school and the college. The Bill and Melinda Gates Foundation initially funded the school (Hollis F. Price Middle College High School), named for the college's first president. The School is affiliated with the Middle College Consortium at LaGuardia Community College in New York City, NY and is still operating in good standing (see http://www.scsk12.org/schools/hollisfprice.hs/site/index.shtml).

Dr. Graham took a sabbatical to work and conduct research in inner city, rural, independent, and private K-12 schools. Her work took her to the tri-state areas (Tennessee, Mississippi, and Arkansas), where she is certified professionally in teaching and administration in all three. She is currently employed as Academic Specialist, Mathematics Department Chair, and school level Title I Coordinator at KIPP Memphis Preparatory Middle Charter. She served as Provost, President (Principal), and Chief Academic Officer at a Memphis Liberal Arts charter high school, where she co-authored the proposal to implement a boys' middle school (City University Boys Academy), which is still operating in good standing and feeding Grade 8 male graduates into the high school. She worked as Academic Specialist (School Leader) at Southern Avenue Arts and Technology Charter Middle School where her primary duties and responsibilities included coordinating the day-to-day operations of the school as well as developing and facilitating ongoing professional development sessions for teachers, adherence to Title I guidelines, coordinating testing, and Student/Culture Development.

Ms. Shantal Johnson, the co-developer of the proposed school, is the proposed School Leader/Principal of Truth Academy STEAM Charter School. Ms. Johnson earned her Masters of Arts degree in Leadership Excellence from Bethel University. She earned certification from Memphis Teaching Fellows, an alternative certification program of Shelby County Schools. She is highly qualified in Middle School Education (Grades 4-8), Special Education (K-12), and Teaching Reading (K-8). She has experience teaching Middle School self-contained emotionally disturbed students and Grade 7 mathematics. She currently teaches Grade 5 Science at KIPP Memphis Preparatory Middle School, where she also serves as Grade Chairman for fifth grade. As TASCS school leader, she will provide instructional leadership, manage daily school academic staff operations, and provide services to students. Her exceptional leadership skills, experience in the arts, track record of success in fostering student academic achievement, and school leadership in K–5 and K–8 school settings, position her perfectly to lead a staff and

students of an innovative STEAM charter school.

Ms. Johnson possesses the following qualifications: (1) a proven track record of improving academic achievement among students from a range of socio-economic backgrounds using progressive educational methods as a teacher and in a leadership role; (2) a commitment to her current school's mission and vision; (3) knowledge of progressive curriculum, instruction and program management; (4) the ability to train, coach, support and manage progressive teachers; and (5) excellent organizational, leadership and interpersonal skills. For specific evidence of the proposed principal's leadership capacity, see Attachment 10.

Section 2: Operations Plan & Capacity

Organization Charts

See Attachment 11 for Organizational Charts for Year 1 and End of Charter Term. Included with each chart, is an explanation of clearly delineated roles and responsibilities of and lines of authority and reporting among the governing board, the staff, and related bodies.

Legal Status and Governing Documents

Shades of Elegance, a non-profit Mississippi corporation, will sponsor Truth Academy STEAM Charter School. Shades of Elegance was established as a federal tax-exempt entity on May 7, 2014 and is currently an active corporation in good standing. The proof of non-profit and federal tax-exempt status documents can be found in the Additional Eligibility Documentation section of the *FluidReview*. See also in Attachment 12, the following governing documents:

- Governing board by-laws
- Code of ethics and conflict of interest policies for the board
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Draft of initial board management policies
- Completed and signed Statement of Assurances

Governing Board

The philosophy of governance that will guide the board - Truth Academy STEAM Charter School Board of Directors believes that school boards that fully embrace the community, in terms of meaningful involvement, govern effective schools. To this end, the school board believes that it important that it develops collaborative partnerships with community groups, parents, businesses, colleges/universities and key stakeholder groups to be successful in governance of the schools. Key stakeholder groups will participate in school governance, including committees such as the school leadership council and parent advisory committees. Truth Academy STEAM Charter School Board of Trustees will empower key stakeholder groups also to guide leadership in decision-making, school strategies planning, stewardship, management, operations, finance and budgeting, and school oversight.

Moreover, we believe that a major function of Truth Academy STEAM Charter School's board is to protecting the assets of the school it governs. The governing board will be imposed with both a duty of loyalty and duty of care relative to school academics and operations. Board members will also hold a fiduciary responsibility and will be expected to act with undivided loyalty in the best interest of school. Board members may not seek to benefit personally from the business activities of the school. Board members are also expected to act reasonably, as a prudent people would in similar circumstances regarding all school's activities and financial conditions, and attend regular board meetings. It is also the responsibility of the board to oversee the work of the Executive Director, and the school Principal and staff to ensure the organization is faithfully carrying out its charitable purposes without extravagance or waste. Board members will also be responsible for establishing high academic standards for the school, ensuring the school maintains instructional independence within the county of location, and protects both the students' and the public's interest.

Governance Structure - Truth Academy STEAM Charter School's governance structure includes the offices of Chair, Vice-Chair, Secretary, Treasurer, Sergeant at Arms, and Board Members. The Executive Director and School Leader both report to the Board of Trustees. Attachment 11 provides an organizational chart that clearly delineates the school's organizational structure, including lines of authority and reporting between the governing board, staff, related bodies (such as advisory bodies or committees), and any other external organizations that will play a role in managing the school.

Member of the school's board will consist of the following elected positions Chair, Vice Chair, Secretary and Treasurer, and Sergeant at Arms, with a minimum of 5 and maximum of 9 members. The school board at annual meetings shall elect the Chair, Vice Chair, Secretary and Treasurer, annually. Other officers, if any, may be adopted and elected by the school board at any time. Officers of the school board are elected to one-year terms. The board will also develop committees such as, Academics and school leadership, finance, governance and human resources.

Desired size and Composition - Truth Academy STEAM Charter School Board will have a minimum of 5 members with a maximum of 9 members. Two board member positions will be reserved for a school parent representative and a community member. Members of the current board composition consist of a retired educator, a city alderman, an accountant, and two parents/community leaders. The current board consists of persons who have deep ties to the community and who have vested interest in the community and schools within the community.

Full Name	Current Job Title and Employer	Position with Proposed School
James Potts	Iraq/Afghanistan War Veteran	Board Chairman
Hazel Harris	Vice Mayor - City of Drew, MS	Board Vice Chairman
Viscia Pointer	Correctional Case Worker	Secretary
Jennie Lewis, CPA	CPA and Entrepreneur	Treasurer
Terry Tyler	Chief of Police (Drew, MS)	Sergeant-at-Arms

Note: See Attachment 13 for the completed Charter School Board Member Questionnaire for each listed *board member's interests and qualifications, etc.*

Board Members and Qualifications

James Potts - Board Vice Chair
Mr. Potts, a career military officer, will lead Truth Academy STEAM Charter School Board of Directors as the Board Chairman. She will also serve as Chair the Executive, Academic Operations and Leadership Committees of the Board of Directors. Mr. Potts has extensive experience in technology. He has also had extensive training in Mathematics, and Accountability. As retired military personnel, he is disciplined and poised. Mr. Potts completed 3 years of college at Mississippi Valley State University and is currently considering going back to complete his final coursework towards graduation. He worked as a Correctional Officer for a period of 5 years upon his return home from military service, where he spent 27 years in the Army. While in the army, he served as Weapons Armorer (5 years), Logistics Non-commissioned Officer (7 years), and Readiness Non-commissioned Officer (6 Years). He is now retired from the United States Army and works part-time as Unit Administrator of a Dental Clinic. He is a well-respected member of the Drew community, where he is considered a "key

community leader." As Board Chairman, Mr. Potts is a good fit because of his ties to the community, which will ensure the community embraces and supports the new school.

Hazel Harris - Board Vice Chairman
Ms. Hazel Harris currently serves as Vice Mayor for the city of Drew. Ms. Harris has deep ties to the community, having grown up in Drew and attending Drew High School. She is a mother of four, all of whom grew up in Drew are the product of Drew's educational system. She has 14 grandchildren and still finds the time to serve in several capacities, outside of her position as Vice Mayor, in the city of Drew. She is active in her church, is a member of the Mayor's Health Council, the Drew United for Progress Organization, the Eastern Star Organization, and volunteers in her community.

Viscia Pointer - Board Secretary
Ms. Viscia Pointer will serve as the Secretary of Truth Academy STEAM Charter School Board of Directors and Chair of the Governance Committee. Ms. Hunter is a product of the Legacy Drew School System, having graduated from Drew High School in 1998. She received a B.S. degree in Criminal Justice from Mississippi Valley State University in 2004 and a Master's in Criminal Justice from Valley State in 2008. She is currently employed as a Correctional Case Worker in the city of Drew. She does a lot of work in counseling teens and adolescents and has a rapport with them. Like the other members, she has strong ties to the community.

Jennie Lewis, CPA - Board Treasurer
Ms. Jennie Lewis, CPA, will serve as Treasurer of Truth Academy STEAM Charter School Board of Trustees and Chair of the Budget/Finance Committee. Ms. Lewis has over 16 years of Finance and Accounting operations, auditing, reporting and leadership experience in the following: Law Firm Accounting Clerk, Banking Services, Financial Analyst, Finance Relationship Analyst, and Certified Public Accounting. She is currently the owner of her own Accounting Firm. Ms. Lewis is perfectly positioned to provide board leadership in the areas of school operations, accounting, auditing and financial services.

Chief Terry Tyler - Board Sergeant-at-Arms
Truth Academy STEAM Charter School is honored to have Drew's Chief of Police, Terry Tyler serve as Sergeant-at-Arms on the TASCS Board of Directors. Chief Tyler is a product of the Drew School System and continues to have close ties with the community that he serves as an officer of the law. In his current position as Chief of Police, he ensures that the department maintains an effective and positive community. Currently, he is responsible for the development, implementation, and adjustments of an effective communication system throughout the police department. He plans, coordinates, manages and evaluates Drew police department operations. Chief Tyler is also responsible for developing policies and procedure for the Department, so as to implement directives from the City Board. He also ensures compliance with changing requirement in local, state, and federal laws, and accreditation. Chief Tyler is well positioned to serve as the board member, who ensures compliance as it relates to adherence to the bylaws, the code of conduct, the conflict of interest doctrine, Robert's Rules of Order, etc. In other words, Chief Tyler is the board's "keeper of the laws."

Criteria and procedure by which board members were and/will be selected
Selected board members have proven leadership abilities, financial skills, community awareness, outstanding educational backgrounds, business and community involvement. Governing board members will use the following criteria/procedures for selecting potential board members:

- Collect and screen resumes of potential board member for vacant positions
- Schedule interviews of potential board members for compatibility
- Selection criteria will include:
    - Leadership abilities/skills
    - Operational fiscal awareness
    - Community awareness
    - Character
    - Educational background
    - Community involvement
    - Criminal background check

The governing board composition is currently five (5) members, which has already proven very functional in their efforts to ensure the viability of school's educational/operational success. Future board composition will consist of up to nine (9) members.

Plans to increase the capacity of the governing board: The governing board shall meet annually in the month of June at the school principal's office or at such place, within or outside the state of Mississippi and at such time as the governing board shall determine, except that such date shall not be a legal holiday. The governing board shall conduct at least one annual board training course and shall provide documentation of such training to the chartering authority. The Mississippi Charter School Authorizer Board shall certify the training course. If the annual meeting is not held in a specified month, the directors may hold a special meeting in the place thereof, and any business transacted or elections held at such meetings shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time and place of any such meeting shall be mailed to all board members at the board member's usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting. The board development plan for increasing the capacity of the governing board will include the following:

- Appointment of an ad hoc nomination committee
- Prepare a board application form for the selection and approval process.
- Prepare a board member needs assessment and skill review
- Develop a 1–2 day board orientation session
- Develop an/or refine the code of conduct

All new members will serve the board during the first year expected to fully learn the process by meeting predetermined board member metrics for growth. Current board members will take part in quarterly board training sessions focusing on school operations, law, governance, finance, fundraising, strategic planning, solvency and sustainability.

In order to carry out responsibilities as a board member one must be able to make informed judgments about important matters affecting the daily operation of the school and how it affects the community. Board members will be trained around a code of conduct addressing the following board member actions:

- Listen carefully to my teammates.

- Respect the opinion of my fellow board members.
- Respect and support the majority decisions of the board.
- Recognize that all authority is vested in the full board only when it meets in legal session.
- Keep well informed of developments relevant to issues that may come before the board.
- Participate actively in board meetings and actions.

When training will occur and what topics will be addressed: Board members will receive quarterly and annual board member training. Board member training will include, but not be limited to:

- Annual budget planning development
- Annual federal and state tax return filings
- Fundraising
- The daily operations of the school and how it affects the community
- Bring to the attention of the board any issues that I believe will have an adverse effect on the organization or those we serve.
- Attempt to interpret the needs of those we serve to the organization and interpret the actions of the organization to those we serve.
- Refer complaints to the proper level in the chain of command.
- Recognize that my job is to ensure that the organization is well-managed, not to manage the organization.
- Represent all those whom this organization serves and not a particular geographic area or interest group.
- Consider myself a "trustee" of the organization and do my best to ensure that it is well maintained, financially secure, growing and always operating in the best interest of those we serve.
- Always work to learn how to do my job better.
- Declare conflicts of interest between my personal life and position on the board and abstain from voting when appropriate.

Chair and Vice Chair: The Chair shall preside at all meetings of the Board of Directors, except as the directors otherwise determine. The Chair shall have such other duties and power as the school board or executive committee shall determine. With the approval of the executive committee, the Chair shall appoint all standing and special committees for any purpose. The Chair may call meetings of the executive committee, and shall call such meetings at any time at the written request of two members of the executive committee. In the absence of the Chair, or if at any time the office of the Chair is vacant, the Vice Chair may discharge any or all of the duties of the Chair including the Chair's functions as a member and Chair of the executive committee.

Secretary: The secretary shall record and maintain records of all proceedings of the school board in a book or series of books kept for that purpose and shall give such notices of meetings of the school board as are required by the charter, or by law. The secretary shall distribute to the members of the school board copies of any minutes of the prior meetings for approval. The secretary shall have such other powers and duties as are usually incidental to that office and as may be vested in that office by the school board.

Treasurer: Subject to the direction and control of the school board, the treasurer shall serve as Chair of the Finance Committee and shall have general oversight of the financial affairs of the charter school. The treasurer shall provide quarterly reports to the school board on the financial

condition and affairs of the school, and shall oversee all filings required by the State of Mississippi, the Internal Revenue Service, and other governmental agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and as may be vested in that office by the school board.

Sergeant-at-Arms: The Sergeant at Arms shall serve as the officer who assures orderly and productive meetings of the school board of directors and members. The Sergeant at Arms will be elected or appointed by the board members for fixed periods of time, such as a year.

Other Board Members: Other members shall have such duties and powers as may be designated, from time to time, by the school board.

The Board of Directors shall annually appoint such standing and special committees as the Board may deem proper and prescribe their membership, powers and duties. The Board of Directors, or Chair acting under the authority of the Board, may appoint such other boards and committees as the Board may deem necessary.

Executive Director: The Executive Director may be an *ex-officio* member of all committees.

The School Principal: The Principal may be an *ex-officio* member of all Standing and Special Committees.

The governing board will establish quarterly meetings, but may amend and increase the frequency of school board meeting as deemed necessary. School board meetings, in general, will focus on areas such as student achievement, strategic planning, financial reporting, academic reports, school business, enrollment, school assessments, human resources and operations. The board will manage the daily activities of the Executive Director, who manages the daily activities of the Principal.

The Executive Director oversees the business operations of the charter school. He/She is responsible for policy oversight serving as a liaison for the school board reporting on the day-to-day school operations. The Executive Director is also expected to interpret the school curriculum and philosophy to the governing board and the general public serving as an *ex-officio* board member. The Executive Director will also be expected to work with the Principal to ensure special needs and gifted and talented student records are in order and in compliance with all state, regional and national IDEIA *(Individuals with Disabilities Education Improvement Act)* mandates. The Executive Director will also be expected to supervise the maintenance of all required building records and reports, oversee the daily use of the school facilities for both academic and non-academic purposes, and attend school board meetings on a regular or as needed basis. Finally, the Executive Director cooperates with college and university officials regarding collaborations, teacher training programs and preparation.

The Principal will be responsible for the daily instructional program of the charter school. The primary responsibility of the Principal is to establish and maintain an effective learning climate within the school and also to plan, organize, and direct implementation of all school activities. The Principal also assumes responsibility for the implementation and observance of all policies and regulations established by the governing board. The Principal provides instructional

leadership by observing instruction and counseling all staff under his/her guidance. The Principal attends special events held to recognize student achievement, attends school-sponsored activities and functions and assists in recruiting, screening, hiring, training, assigning, and evaluating the school's professional staff. The Principal also provides for adequate inventories of property under his/her jurisdiction and for the security and accountability of all purchased items.

The board will have direct oversight over the Executive Director and school Principal. The board will interact with the Executive Director and Principal by requiring the following types of ongoing reporting of organizational information:

- Monthly Reporting (Academics, Financial, Budget & Operations)
- Quarterly Reports (Same as above)
- Annual Reports (Same as above)
- Attending of school sponsored community events
- Review and hire school staff (teachers and support personnel)

Advisory Bodies

Committees/Advisory Bodies

Standing Committee: Standing committees of the board may include, but are not limited to The Executive Committee, the Operations Committee, the Human Resource Committee, and the Finance Committee. Each Committee Member shall hold office for two years and until a new Committee Member is appointed.

Executive Committee: The Executive Committee shall consist of not less than four or more than eight Directors, and may include the Board Chairman, Vice Chairman, Treasurer, Secretary, Executive Director *ex-officio,* and the Principal *ex-officio.* The Board Chairman shall be the Chairman of the Executive Committee. A majority of the members of the Executive Committee shall have power to do all things deemed by them necessary for or conducive to the welfare of Truth Academy STEAM Charter School that are not delegated to other committees or officers nor contrary to the Bylaws, or votes of the Board of Directors, or any applicable law subject to the foregoing, the Executive Committee may exercise between the meetings of the Board of Directors all the powers of the Board of Directors except the election of the Directors, the election of Chairman, Vice Chairman, Treasurer, the selection of Executive Director and Principal, or amending of the Bylaws. The Executive Committee shall make reports of their actions to the Board of Directors.

Human Resources Committee: The Human Resources Committee shall interview, review hiring policies, procedures, salaries, standard practices, and recommend potential staff to the Board of Directors for approval. The Human Resources Committee also has the authority and power to discipline employees, review grievance and post job openings. The committee will consist of five Board Members.

Finance Committee: The Finance Committee shall have the authority to review operating budget, review financial statements, monitor revenues/expenditures, propose annual financial plan, reports, and procedures. Additionally, the committee has the power to recommend an audit committee and CPA firm for annual financial review. The committee will consist of five.

School Operations and Leadership Committee: The School Operations and Leadership Committee will focus on Truth Academy Charter Schools operations, including academics, leadership and facilitation. The School Operations and Leadership Committee will work directly with the Principal. This committee will consist of five Board Members, Principal *ex-officio* and Executive Director *ex-officio.*

Governance: The Governance Committee is responsible for policies and procedures, nominations for board members, and school governance.

Grievance Process

How the board oversees and implements the school's grievance process and policy

a. The role of the board when a staff member or family member has a grievance

The governing board will appoint a grievance committee to implement the school grievance process and policies. The grievance committee will address grievances filed on behalf of:

- Parents & Students
- Family & Community
- School Staff Members

b. Goals of the board in terms of monitoring and resolving staff and family complaints

The grievance committee for the governing board has established grievance policies and procedures in compliance with the Mississippi Department of Education and Mississippi State Law. All policies and procedures were developed to allow for due process of the law while protecting the best interest of the school and its students. For detailed outline of procedures for handling grievances and complaints, see the Complaints/Grievances section in the Employee Handbook (Attachment 15).

Staff Structure

As described in the Executive Summary (page 1) and the Growth Plan Narrative under the Enrollment Summary (page 3) of this proposal, Truth Academy STEAM Charter School will admit 20 students per grade (K - 6) for a total enrollment of 140 students in Year 1 of operation. A total of six (6) classroom teachers will be hired in Grades K through 5 for a teacher/pupil ratio of 1:20. An additional four (4) classroom teachers with K-6 or 1-9 certification as well as ELL, Special Education, and Guidance endorsements will be hired to ensure departmentalization scheduling for Grade 6 in Year 1. Each of the four additional classroom teachers will be assigned to teach one of the core subject for Grade 6 and also teach in one of the following areas the rest of their work day: ELL; arts; technology pullouts, and special education classes. Administration hires will include one (1) Executive Director and one (1) School Leader (Principal). Clerical staff will include one (1) Office Manager (secretary). We also anticipate hiring one (1) custodial staff and two (2) food services personnel. See the Staffing Chart in Attachment 14 for a proposed structure of the TASCS staff in subsequent years of operation.

Staffing Plans, Hiring, Management, and Evaluation

Truth Academy STEAM Charter School's development team has developed a manual that speaks in detail to all personnel matters. See Attachment 15 Truth Academy STEAM Charter

School Employee Handbook for all personnel policies relevant to staffing, hiring, and management (topics listed in the Table of Contents). Evaluation tools and procedures are addressed on page 23 of the Handbook. However, this topic is discussed in detail in Attachments 16 (for teachers) and Attachment 17 (school leaders)

Professional Development

Truth Academy STEAM Charter School's principal instructional and staff will engage in a minimum of 102 hours of strategic professional development throughout the school year. The chart below gives insight into projected professional development for school administration and staff throughout the implementation year 2017–2018. The school will follow a first year professional development plan aligned with the following Professional Development Scope and Sequence. All school professional development will center around three primary categories:

- STEAM Instructional Models
- Data-Driven Instructional Culture
- School Improvement Plan (SIP)

During the regular school year, TASCS will engage teachers in 2 hours of weekly professional development sessions. One 1-hour PD session will take place one time per week and one 1.5-hour after school session will be scheduled. Additionally, teacher will engage in professional learning communities and data-meetings driven by student academic data. PLC meetings will be recorded and reflected up for content and revision of instruction for specific students as needed. Teachers will be trained to become teacher leaders; honing their individual practices in student data for a positive impact on student achievement. The school leader, guidance counselor, and lead teachers, including the STEAM Coordinator, will participate in PLC meeting and/also the school leadership council. Best practices will be shared will other schools within the school district through the various pre-scheduled school/community events. For specific scheduled professional development activities, topics covered and persons responsible, see Attachment 15 (Truth Academy Employee Handbook)

Performance Management

THE SCHOOL

Performance Management Narrative

The renewal inspection team will see a pervasive school culture in which students, staff and families from diverse backgrounds respect one another, take responsibility for the quality of their work and their own academic and social-emotional learning, and support others as they strive to reach their full potential. They will see an educational program that is progressive in its implementation, highly responsive to students' needs and interests, and which sets and supports high expectations for all students' achievement. They will see children in mixed-age groups actively engaged in posing questions, discovering meaning, applying relevant skills and knowledge, sharpening their critical thinking and creative problem-solving skills, regulating their own behavior, and managing their own learning. Students' work (academic and creative arts) displayed throughout the school, their classroom interactions, and their academic data will evidence both standards-based knowledge and skills, and the habits of judgment necessary to participate in our 21st century economy and our democratic society. The enthusiasm for learning will be palpable throughout the school. The renewal inspection team will find that TASCS has

made substantial progress toward meeting its Accountability Plan goals in the areas of academic performance, organizational viability and faithfulness to the school's charter. Students will have met academic progress targets, and the school will have full enrollment with a majority of students who are not native-English speakers, a balanced budget, and widespread, family participation in democratic school governance and the day-to-day operation of the school.

Dissemination

The Truth Academy STEAM Charter School Board of Directors, Advisory Committee members, staff and families will do everything possible to disseminate information about our successful programming, curriculum, and teaching methods to other public schools. We are particularly excited about the possibility of our after-school Learning in Two Languages (LiTL) Programs providing a successful model for accelerating ELL's academic progress that could easily be implemented in a district school without restructuring the school day or upsetting the current arrangements with collective bargaining units. Our school's small size and independence will allow for a degree of innovation and experimentation that has proven difficult in a large school district such as ours. We are hopeful that our school will discover new and improved ways of meeting the educational and social-emotional needs of Sunflower County's students and that, once our innovations prove successful, the district will follow our lead. We are confident that after TASCS is chartered, our founders' long-standing relationships with district administrators and teachers will enable us to work productively with them to improve all public schools in Drew and the entire county.

The Achievement Model provides a measure of overall school or district level performance during the previous school year. A Quality of Distribution Index (QDI) value is calculated using data from the MCT2 (Mississippi Curriculum Test, Second Edition) language arts and mathematics tests. The QDI value ranges from 0 (100% of students scoring in the lowest proficiency level on the assessments) to 300 (100% of the students scoring in the highest proficiency level on the assessments).

The Growth Model provides a measure of the degree to which a school or district met its expected performance during the previous school year. A Growth Composite value is calculated using data from the last two school years. Student performance on the MCT2 is used to predict student performance on the MCT2 the following year and student performance. The Growth Composite value ranges from small negative values (e.g., -3) through small positive values (e.g., +3). A value of 0 or higher indicates that the school or district met its performance expectation and results in a Growth Status of "Met." A negative value indicates that the school or district did not meet its performance expectation and results in a Growth Status of "Not Met."

MCT2: The Mississippi K-3 Assessment Support System (MCT2) is a coherent assessment system, which will include integrated components related to student learning and instructional supports in literacy and mathematics for all students enrolled in Mississippi public schools in grades K-3. This system will include 3 components; the Universal Screener and Diagnostic Assessment, a Kindergarten Readiness Assessment, and the 3rd Grade Reading Summative Assessment (3rd Grade Reading Gate).

Stewardship

Truth Academy STEAM Charter School will maintain 100% compliance with MDE, MCSAB,

federal, state and local regulations. All governing board members are expected to be faithful to the organization's mission. Board members are not permitted to act in a way that is inconsistent with the central goals of the organization. The basis for this rule lies in the public's trust that the school will manage public and donated funds to fulfill the organizational mission.

Facilities

Truth Academy STEAM Charter School developers have identified a potential school facility through the assistance of Drew's Mayor, City Aldermen and members of the Mayor's Board. The facility is the former Drew High School (now vacant). It is currently owned by the City of Drew, hence the reason for negotiating with the Mayor and his Board. The facility, which is located at 188 Green Avenue in Drew, Mississippi, is appropriate for the instructional needs of the projected total student enrollment at capacity (Grades K–8). The enrollment capacity for the first school year, 2017–18, is 140 students in Grades K–6. The facility is more than sufficient to meet the schools needs in terms of enrollment growth from year to year. We will be lease and renovate to meet the basic requirements to accommodate the school plan of Truth Academy STEAM Charter School. General descriptions follow:

- Number of Buildings on the campus: 4 (two-story main w/classrooms and an auditorium; gymnasium w/music hall; cafeteria w/technology center, etc.; ground floor building w/classrooms
- Number of Classrooms: 19
- Square footage per classroom ≈ 600 (average 30ft. X 22ft.)
- Total square footage of the facility only ≈ approx. 60,000 (not including the grounds)
- Amenities: Office space, kitchen, dining hall (cafeteria), auditorium, library, common areas, technology center, parent center, performing arts areas

See Attachment 18 for the school facility commitment letter from the Mayor, photographs; floor plan descriptions, etc.

Start-Up & Ongoing Operations

Assuming that our charter is granted in mid-September 2016, our plan is to have the School Leader (Principal) identified and hired by the end of September 2016. The Principal, with assistance from the Executive Director, will be the primary point person for executing the Start-Up Plan to establish this new school. The Start-Up Plan (Attachment 19) provides an overview of the plan we will put in place from charter award to the first day of school. While we are applying for a fall 2017 opening and will have approximately 10 months planning period, we recognize that because of cost constraints, most of the actual work to open the school will occur in the last six months of the planning period. The Start-Up Plan is created with that assumption in mind. The Executive Director has successfully authored and opened a Middle College/Early College High School on a college campus (Fall 2005) as well written for and assisted with the opening of a charter middle school for boys in Memphis, Tennessee (Fall 2009). She is familiar with many of the required plans and policies, and possesses the depth in talent and expertise needed to implement an effective action plan to successfully open the school.

The Truth Academy STEAM Charter School Board of Directors is aware that successful charter school start-up involves many different skills sets and expertise ranging from finance, human resources, facilities, curriculum, purchasing, information technology, to public relations and

much more. By giving empowering the proposed ED the latitude utilize her experience and expertise, the school will benefit from an in-house experienced professional, with more than 8 years of direct engagement in launching new schools. For our proposed new school, a Start-up "Project Director" serves as the "traffic cop" to whom status reports from each prospective team member are provided and activities are coordinated. The Project Director (the ED) in turn provides regular reports to the Truth Academy Board of Directors, on the start-up status. Having one person as the hub ensures that information flows efficiently. Truth Academy STEAM Charter School's Start-Up Plan is detailed in Attachment 19.

Ongoing Operations

Food Service Plan
Truth Academy STEAM Charter School will participate in the National School Lunch, and School Breakfast Programs. The School will provide breakfast, lunch, snack and dinner nutritional food services for students attending the school under federal USDA guidelines. At full expansion TASCS will hire three (3) cafeteria workers to prepare the food and manage the cafeteria. The School will prepare a weekly food menu that will follow all CACFP/USDA guidelines for student in grades K-8. Nutrition services will meet all local, state and federal standards. The School will meet with parents of students in the neighborhood to establish community gardens, establish partnerships with farms and grocery stores for inclusion of fresh fruits/vegetables to meet the needs of low-income and/or academically low-achieving students attending the school. A long-range plan is to designate space near the facility to develop a community garden. TASCS will distribute to families, application forms that will qualify students for free or reduced price lunches based on each family's income level and status. USDA has strict guidelines for income eligibility for qualification into food reimbursement programs and the school will adhere to these guidelines.

Transportation
Truth Academy STEAM Charter School will provide timely and comprehensive transportation services for all students enrolled. We will contract with local transportation vendors to provide daily transportation services to our students. Our transportation plan will focus on students residing within Sunflower County, Mississippi projected for 2017–2018 enrollments in grades Kindergarten–sixth grade. Students enrolled in TASCS under the open-enrollment law will be assigned bus routes and schedules in strategically designated areas. TASCS can elect to use the local transportation vendors or select a different vendor if applicable. The Board of Directors will make this decision as we move further into the charter approval process.

The number of bus routes along with day route stops will be determined by need; the number of students as well as students living at addresses within each clustered area of the attendance zones. The School's governing board will appoint a committee consisting of school officials, parents, local community leaders and business leaders to identify geographic locations, and a safe number of students assigned to each. All students residing in neighborhood with specific needs for transportation services will be assigned bus routes for pick-up/ drop-off for daily services.

Truth Academy will provide transportation services from an approved vendor's possessing US DOT number, operating authority, and the appropriate liability insurance coverage for field trips

and other extra-curricular activities. Parents will be responsible for funding their student's cost for field trips and transportation. It will be the responsibility of the governing board or their designee to submit requisitions for transportation to extra-curricular activities, school field trips and athletic events.

The governing body will utilize the Request for Proposal (RFP) process for selecting and approving transportation vendors who possess comprehensive liability insurance before providing our students with services. The School will also appoint a school transportation safety and compliance liaison to ensure daily operational transportation safety protocols are adhered to. Parents will be required to complete a transportation services application, release of liability waivers, permission forms/letters; and must agree to all transportation regulations and guidelines. All students will be issued schedules of daily bus routes upon enrollment. TASCS will also develop student transportation policies, procedures and expectations for student services. The Truth Academy STEAM Charter School Parent/Student Handbook will include transportation expectations for student/parent information.

School/Workplace Safety
Truth Academy STEAM Charter School developers are currently designing a Crisis Intervention Plan to ensure maximum safety and well being of its students and employees. In general, we are establishing a policy, which will consider current state and local as well as common sense workplace safety practices. Upon completion, our school's safety/crisis intervention plan will ensure reasonable comfort and protection from injury and harm while working and learning in our facilities. Until such time that our complete crisis intervention plan is completed, all employees are expected to work safely, observe general safety practices, and report unsafe practices or conditions to their immediate supervisor.

List of the Types of Insurance Coverage the School Will Secure

- General Liability - $2,000,000 aggregate/$1,000,000 occurrence limits
- School Board Professional Liability - $1,000,000
- Umbrella Coverage - $5,000,000 (Extends professional liability and general liability limits)
- School Contents Coverage (property/computers)-$100,000 limit with 100% Replacement cost
- Valuation and a $500 deductible.
- Employer's liability for workers compensation - $1,000,000 limit
- Fidelity Coverage (Employee dishonesty coverage) in the amount of $500,000
- Physical/Sexual Abuse and Molestation Liability Coverage in the amount of $ 1,000,000

Operations Capacity

Dr. T.J. Graham, the primary developer of this proposal, has experience handling all facets of school start-up, from registration with State Departments of Education to coordinating the acquisition of facilities for schools. Her qualifications were evident with the development of Hollis F. Price Middle College/Early College as well as City University Charter Middle School for Boys. With the latter, Dr. Graham, negotiated with the LEA to acquire a facility for the school, ordered furniture, textbooks, instructional supplies and materials, and technology. Utilizing her considerable experience with Compensatory Education Services (Title I), she

ensured that the school, as a school-wide project Title I school, received all funds and services to which they were entitled.

When Dr. Graham served as Superintendent of Schools in the Helena-West Helena School District, she was actively involved in all facets of school operations for all of the schools in the district. This included, but was not limited to budgeting, school plant and grounds maintenance, transportation, training administrative and instructional staff, coordinating consultants for training and professional development, overseeing the Office of Research and Evaluation, etc. Her many years serving in administrative positions has positioned her perfectly for the development of an innovative charter school, which, if approved, will serve as a model for other similarly situated schools.

While Ms. Shantal Johnson, the co-developer of the proposed school, is relatively new in leadership, she possesses a natural ability to get things done in a school setting. As mentioned earlier in this application, Ms. Johnson currently serves as Grade Level Chairman for fifth grade. As TASCS school leader, she will provide instructional leadership, manage daily school academic staff operations, and provide services to students. Her exceptional leadership skills, experience in the arts, track record of success in fostering student academic achievement, and school leadership in K–5 and K–8 school settings, position her perfectly to lead a staff and students of an innovative STEAM charter school. She possesses the following qualifications: (1) a proven track record of improving academic achievement among students from a range of socio-economic backgrounds using progressive educational methods as a teacher and in a leadership role; (2) a commitment to her current school's mission and vision; (3) knowledge of progressive curriculum, instruction and program management; (4) the ability to train, coach, support and manage progressive teachers; and (5) excellent organizational, leadership and interpersonal skills. For specific evidence of the proposed principal's leadership capacity, see Attachment 10.

Section 3: Financial Plan & Capacity

Financial Plan

The governing board of Truth Academy STEAM Charter School will follow a financial plan that shows a diverse number of sources for organizational income. Board members play a crucial role in the selection, implementation, and evaluation of fundraising strategies. In addition to other ways that board members participate in fundraising, each will individually commit to raising funds as well as providing personal funds to support the school. In addition to personal donations, board members will establish a committee to monitor and evaluate all school fundraising efforts. Fundraising efforts may include, but not be limited to:

1. Individual gift solicitations
2. Direct mail campaigns
3. Local/federal government grants
4. Special fundraising events
5. Challenge campaigns within the local community
6. Individual & corporate pledges
7. Selling organizational buttons, T-shirts, bumper stickers, etc.
8. Raffle ticket sales
9. Fundraising banquets
10. Bequeaths
11. Donated item side-walk/garage sales
12. Corporate matching

Governing board members and officers have a fiduciary duty to the non-profit organization that sponsors Truth Academy STEAM Charter School. All board members owe a duty of care, duty of loyalty, and a duty of good faith. The duty of care requires that board members act with the care an ordinarily prudent person in a like position would act in the same circumstances. The duty of loyalty requires that board members put forth the interest of the school above their own personal interests. The duty of good faith requires that board members not make decisions that demonstrate a deliberate indifference to a potential risk or harm of the school. Fundraising is ongoing and because all stakeholders with to provide the best possible educational environment for our children, and no amount of board effort is truly enough. The governing board will evaluate the effectiveness of each fund-raising initiative and those, which prove to be most advantageous, will be enhanced annually based on board creativity and imagination.

Financial Management Capacity

In order to remain informed of the school's financial position, the Truth Academy STEAM Charter School Board will employ the following fiscal controls and financial management policies:

- The Chairman of the Finance Committee will review all financial reports prior to all Board meetings.
- The Board will ensure that a yearly budget, along with a cash flow projection and a capital budget, is submitted and approved by the end of April. The Board may request a revised budget in December.
- The Board will review the school's budget-to-actual and cash-flow statements on a monthly basis.

- The Board will ensure that the school maintains its accounting records and related financial reports on the accrual basis of accounting.
- The Board will contract annually to conduct an audit of the school's financial statements in accordance with generally accepted auditing standards.
- The Board will request and review a physical inventory of all property in the schools possession or control on an annual basis, comparing it with a detailed fixed asset subsidiary ledger.
- The Board will ensure that accounting policies and financial reporting adopted are consistent with the special purpose governmental entity requirements of the Governmental Accounting Standards Board (GASB), applying the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.
- The Board will ensure appropriate record retention and disposal as required by official school policy and by the U.S. Office of Management and Budget (for records supporting federal contracts).

Safeguarding public funds is the absolute top priority of the Truth Academy Board of Directors. To fulfill its fiduciary responsibility, the Board will adopt financial controls and fiscal management policies to govern daily financial management in compliance with generally accepted accounting procedures. The Board of Trustees will approve policies to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

In Years 1-4 the school's day-to-day business and financial operations will be handled by the school's secretary, who will act as business manager and who will report directly to the Principal and the Executive Director until a Chief Financial Officer (CFO) is hired in Year 5. Beginning in Year 5, the school's secretary will have a dotted reporting line to TASCS's Chief Financial Officer (CFO). The CFO's minimal qualifications will be: (a) bachelor's or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years of experience in a field related to business or finance; or (b) documented experience of ten or more years in the field of business and financial management. The CFO's responsibilities are: accounts payable, payroll, general ledger, reconciliation of accounts, production of financial statements, preparations for audits, accounts receivable, financial data entry (lunch and after-school programs, etc.). The CFO will approve purchases, sign checks, plan budgets, and oversee overall fiscal controls.

Truth Academy STEAM Charter School's Accounting System - The School's annual operating budget is the plan of current expenditures and the proposed means of financing them. This budget is the primary means by which most of the financing acquisition, spending, and service delivery activities of LEA are controlled. The annual operating budget is required by law and is in accordance with Standards 7, 10 and 11 as outlined in the Mississippi Public School Accountability Standards. The School shall follow the procedure for preparing and filing the annual operating budget with the levying authority as outlined in MS Code § 37-57-1.

Deadlines and Schedules - Truth Academy STEAM Charter School shall follow the deadlines and meet the schedule prescribed by and provided for by the State Auditor's Office and the Mississippi Department of Education as stated in MS Code § 37-61-9.

Books of Accounts - The school will utilize a fully integrated general ledger accounting software. The software will have the ability to provide a balance sheet, income statement, cash flow, and budget reports. The software also will feature integrated purchasing, cash disbursements, cash receipts, inventory capabilities, and any items necessary to maintain the records in accordance with generally accepted accounting principles.

Chart of Accounts - The CFO shall develop a Chart of Accounts that accurately reflects budget categories and provides information in a manner to coincide with reporting requirements from the MCSAB and the Mississippi Department of Education. The CFO shall also use class tracking to properly maintain restricted funds by distributing revenues and expenses according to the Chart of Accounts.

Financial Statements - The financial records and statements of the school will be kept and presented in accordance with generally accepted accounting principles in the United States of America. Generally accepted accounting principles for school districts are derived from the official pronouncements of the Governmental Accounting Standards Board (GASB). On June 30, 1999, the Governmental Accounting Standards Board approved GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis – for State and Local Governments. This statement describes the minimum set of financial statements, note disclosures and required supplementary information that must be presented in a financial report for an independent auditor to assert, without qualification or further comment, that a government's financial statements are fairly presented in conformity with general accepted accounting principles (GAAP).

Financial statements shall be prepared as the Board of Directors directs and shall be available for review by the Board whenever requested. Annual audited financial statements shall be prepared by the School's contracted auditing firm. The CFO shall prepare periodic *Statements of Financial Position* and *Statements of Activities*. These statements shall include a comparison of year-to-date actual and year-to-date budget and shall be reviewed by the Finance Committee and/or the Treasurer on a regular basis.

Bank Account Management: Issuing/Signing Checks - The CFO prepares all checks for signature. Checks will be issued only when within the approved budget and with the approval of the Principal. The Principal, Executive Director and the President of the Board of Trustees shall have check signing authority. Two signatures are required for any checks over $5,000. Voided checks shall be retained to insure proper maintenance of checking account records.

Bank Account Management: Opening/Closing Accounts - The Board of Trustees must approve the opening or closing of any bank accounts. The signature of the Board Chair, Treasurer of the Board of Trustees, and the Principal of the School shall be required to open or close accounts. The Treasurer, with the help of the CFO, shall compile any necessary information including necessary signatures, to open or close any TASCS accounts.

Bank Account Reconciliation - Reconciliation of each charter school account shall be done before the monthly meeting of the Board of Trustees for the following month. The CFO shall reconcile the bank accounts as soon as possible following the end of the month.

Petty Cash - Truth Academy STEAM Charter School may maintain a petty cash fund used to make change
for the sale of uniforms. The School Secretary (s) will maintain the petty cash fund. The Petty Cash box shall be kept in a locked cabinet and taken out only for uniform purchases. On a weekly basis, excess funds shall be given to the CFO to be taken to the bank for deposit. The amount of the deposit shall be reconciled to the uniform receipt book.

Accounts Receivable - Truth Academy STEAM Charter School bills Mississippi Department of Education (MDE) for students attending the School during the year. The School also submits periodic requests for disbursement of funds for state and federal grants, including school lunch reimbursement and Consolidated Grant funding. The school's secretary shall prepare bi-monthly bills with the help of the CFO for remittance to the school. The School Meals subcontractor shall prepare requests for reimbursement for the school breakfast and lunch programs, and the CFO shall record these amounts in the general ledger on an accrual basis. The Financial Consultant shall prepare requests for reimbursement for other federal and state grants including the Consolidated Grant, and shall record these amounts in the general ledger on an accrual basis.

Purchases - The School shall use purchase orders and maintain a purchase order log for all non-recurring purchases. Purchase orders must be used for all non-recurring purchases. The Principal must approve all purchase orders before being submitted to the vendor. The School shall maintain a numbered purchase order log for each school year. Purchase orders must be checked off when packages are received and attached to invoices in order to be paid.

Accounts Payable - Whenever practical, the School shall pay invoices within 30 to 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount, which precludes payment within 60 days, may be put on a payment plan, allowing a monthly payment agreeable to both the School and the vendor, unless another arrangement is reached agreeable to both the School and the Vendor. Accounts payable shall be maintained in the accounting software by the CFO. All invoices should be entered on a weekly basis, and all checks should be written out of the software to ensure that payments are not duplicated nor overlooked. Unpaid invoices shall be filed in the accounting office in a separate area from paid invoices.

Payroll - Payroll services will be outsourced to assist the school in the transmissions of payroll and payroll tax responsibilities. Truth Academy shall use the *Paychex*® payroll service to issue employees' paychecks. The pay period runs Saturday to Friday for 2 weeks. Timesheets are due to supervisors for approval on Monday following the end of the two-week pay period. The CFO shall call payroll into the payroll service on Tuesday or Wednesday after the end of the pay period. The pay period runs Saturday to Friday for 14 days. Pay will be issued bi-weekly via direct deposit on a one-week lag. Funds shall be available to employees every other Friday

Mail Management (Incoming Checks) - All incoming mail is opened and distributed by the Secretary 1. Any checks received are given to the Principal, who in turn passes them onto the

CFO or their designee for immediate endorsement and timely acknowledgment and deposit. When the secretary opens mail, containing checks, he/she will give them to the Principal, who passes the checks on to the CFO, who endorses the checks and keeps them in a locked cabinet until they are taken to the bank. The CFO shall prepare deposits slips and take deposits to the bank. A record of each check shall be attached to the deposit slip, filed, and used for reconciliation of the bank statement.

Budgeting Funds - TASCS shall prepare and maintain a five-year budget at all times. The Board of Directors shall approve the budget. The Finance Committee, which includes the Board Chair, Treasurer of the Board of Directors, the Principal, and the CFO, shall develop an annual budget in conjunction with the short- and long-term plans of the School. The budget shall be reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it shall be presented to the Board of Directors for review and vote. Upon acceptance of the budget, it shall be submitted to the Mississippi Charter School Authorizer Board by the annual deadline.

Capital Depreciation - The School shall maintain a capital depreciation account maintained by its auditors and reviewed by the CFO on a periodic basis. The Board of Directors and/or the Principal shall approve all equipment purchases. Assets in excess of $5,000 shall be depreciated over their useful life. Assets under $5,000 and "canned" software purchases shall be expensed. Disposition of property shall require the approval of the Board of Directors.

Staff and Travel Expenses - Truth Academy staff shall be reimbursed for travel and related expenses while on the school business or training. All staff shall submit check requests to the Principal for approval. Original receipts should be attached to the check request. Staff shall be reimbursed within 20 business days of submission of a completed check request to the Principal.

Annual Audit - An accounting firm selected by the TASCS Finance Committee shall conduct an independent audit annually. The Board of Directors will contract annually with a qualified independent certified public accounting firm to conduct an audit of the school's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the *U.S Office of Management and* Budget's Circular A-133. The audit firm will be familiar with these standards, related State and Charter School regulations, and the Mississippi Charter School Audit Guide in order to properly conduct the audit. Truth Academy STEAM Charter School shall follow the deadlines and meet the schedule prescribed by and provided for by the State Auditor's Office and the State Department of Education as stated in MS Code § 37-61-9. The CFO shall assist the independent auditing firm in completing its annual audit.

Insurance - Truth Academy STEAM Charter School shall maintain appropriate insurance coverage. The following insurance shall be maintained: (A) Commercial Package, (B) Umbrella, (C) Trustees and Officers Liability, (D) Disability, (E) Worker's Compensation, (F), Student Accident and any other insurance deemed necessary per the School's Charter, agreement with vendors, or recommended by the insurance broker. The School shall also contribute to the state unemployment Insurance Fund in accordance with applicable law.

Contracts and Grants - The execution of contracts and grants shall be within the scope of the School's mission, goals, and annual plans. All contracts shall be approved by the School Attorney and the Board of Directors prior to being signed by the Board Chair.

Investment Policies - Excess funds shall be invested only in FDIC insured or collateralized money market accounts. TASCS may open and maintain a stock and mutual fund account for the purpose of receiving appreciated stocks or mutual funds as gifts, as well as maintain a money market account to invest excess funds. TASCS shall also maintain a stock and mutual fund account to accept gifts. Amounts held in these accounts shall be determined at the discretion of the Finance Committee.

Borrowing Funds - The Truth Academy Board of Board of Directors must approve the borrowing of funds and the establishment of a line of credit. The School shall maintain a line of credit at a limit to be determined by the Board of Directors to ensure smooth cash flow. The Board of Directors shall determine if the School should incur any mortgages or other debt. The Board of Trustees must approve any changes in the borrowing terms. The Board shall notify the State if borrowing over $25,000 occurs.

Bequests and Contributions - Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and the Executive Director and consistent with any restrictions set forth by the Board of Trustees. Bequests that are donor restricted shall be used for the purpose articulated by the donor. The Principal shall designate the use of bequests and contributions.

Credit Cards - Truth Academy will maintain a credit card for the sole purpose of school purchases. The Board of Directors' finance committee, will monitor purchase on a monthly basis and there will be spending limit in place. There will be a monthly and annual report of credit card expenditures.

Security of Financial Data - Truth Academy shall maintain its financial data in a secure fashion. All accounting records shall be maintained in the accounting office. This office will remain locked at all times. All cabinets in the office shall also be locked. Keys to this office shall be limited to the CFO, the Executive Director, the Principal, and Board Chair. Accounting records on the server shall be maintained on a secure drive. Access to this drive shall be limited to the CFO, the Executive Director, the Principal, and the Board Chair. The computer files on the server shall be backed up on a daily basis and maintained offsite in a secure location.

Equipment Purchased with Federal Funds
Beginning with 2005-06 budgets for grants and grant contracts, the dollar threshold for classifying an item as equipment was raised from $1,000 to $5,000. Therefore, items with a unit value of $5,000 or more and having a useful life of more than one year will be reported as Equipment on the financial forms for grant programs.

All organizations must maintain an inventory of capital assets. The inventory must include, but may not be limited to, all items included in the equipment category for federal grant programs. The inventory listing must contain the following:

- A description of the equipment, including manufacturer, model, and serial number
- Identification of the grant under which the recipient agency acquired the equipment
- Acquisition date and unit acquisition cost
- Information on how the grant share of the cost was determined if the cost was shared by the recipient agency.
- Location, use, and condition of the equipment and the date this information was recorded.
- All pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.
4) Adequate maintenance procedures must be developed to keep the property in good condition.

Disposition of Equipment - When original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

1) Items of equipment with a current per-unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
2) Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by the School.

Federal Equipment - In the event that TASCS is provided federally owned equipment:

1) Title will remain vested in the Federal Government.
2) TASCS will manage the equipment in accordance with federal agency rules and procedures, and submit an annual inventory listing.
3) When the equipment is no longer needed, TASCS will request disposition instructions from the federal agency.

Right to Transfer Title

The federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is, otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

1) The property shall be identified in the grant or otherwise made known to the grantee in writing.
2) The federal awarding agency shall issue disposition instructions within 120 calendar days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120 calendar-day period, the grantee shall follow.
3) When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

The school's business office will be guided by a comprehensive fiscal policy and procedure manual. The manual (under development) will encompasses such categories as Chart of Accounts, Cash Receipts, Cash Disbursements, Bank Reconciliation, Accounts Payable, Payroll Procedures, Annual Budget, Capital Outlay and Depreciation, Audits, Purchases, Internal Controls, Financial Management, Procurement Policies, Travel Policies, and Account Management. The manual, when complete, may be made available upon request.

The CFO (Executive Director until the CFO is hired) will provide the Board with detailed monthly statements of all revenues received from all sources as well as expenditures. This report will include direct expenditures for contracted services compared to the budget as well as any variances. The business office will provide quarterly detailed schedules of expenditures at an object level for Board review. The Executive Director and/or CFO will report on operations, management, and finances at regular board meetings. Although the Board of Directors has final authority to establish the operating budget, the CFO, the Executive Director, the School Leader (Principal), and the school's financial secretary, in coordination with TASCS's personnel office, are the closest to the day-to-day finances and operations and will therefore, play the key role in implementing financial decisions. CFO and Chair of the Finance Committee will review the school's financial statements on a monthly basis, thus providing another layer of oversight for the school and its board.

Curriculum Description Table

Content Area	Publisher	Rationale for Selection
Grade Level: Kindergarten - 2		
ELA	Houghton Mifflin Harcourt *Journeys' Common Core*	Houghton Mifflin Harcourt's "Journeys' Common Core" is a fully integrated K-8 Language Arts program. Kindergarteners are introduced to the concept of print through Big Books and Read Aloud Trade Books with a special focus on vocabulary. Comprehension in Journeys' Common Core also begins with the Read Aloud at each grade level and is supported by direct-skill instruction.
	Thinking Maps Inc. *Write From the Beginning and Beyond*	*Write From the Beginning* utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing process.
Math	Houghton Mifflin Harcourt *Singapore Math® (Math In Focus)*	Singapore Math® (Math in Focus) is a K-8 balanced math program that relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. Singapore Math® also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it.
Science	National Academies and the Smithsonian Institution *Science and Technology Concepts (STC)™*	Science and Technology Concepts STC™ is a STEM supported basal, inquiry-based science curriculum for grades K–10 that covers life, earth, and physical sciences with technology. STC™. Students in Grades K-2 investigate the relationship between weight and balance in a physical science unit.
Social Studies	Mississippi Social Studies Standards (Grades K-2)	Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources.
Other (specify)	STEM to STEAM Laboratory	STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills.

Content Area	Publisher	Rationale for Selection
Grade Level: 3-4		
ELA	Houghton Mifflin Harcourt *Journeys' Common Core*	Houghton Mifflin Harcourt's "Journeys' Common Core" is a fully integrated K-8 Language Arts program. Comprehension in Journeys' Common Core also begins with the Read Aloud at each grade level and is supported by direct-skill instruction.
	Thinking Maps Inc. *Write From the Beginning and Beyond*	*Write From the Beginning* utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing process.
Math	Houghton Mifflin Harcourt *Singapore Math® (Math In Focus)*	Singapore Math® (Math in Focus) is a K-8 balanced math program that relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. Singapore Math® also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it.
Science	National Academies and the Smithsonian Institution *Science and Technology Concepts (STC)™*	In Motion and Design, a physical science unit for grades 3–4, students learn why objects go and stop. Students use K'NEX® sets, which are exclusive to STC™, to build model cars from accurate technical drawings, and design them to meet specific challenges. Not only will students learn how to make a car go fast or far, but also how to carry a load, resist air, and more.
	FOSS (Full Option Science System) Kits	FOSS is a proven inquiry-based, active learning science program that allows students to expand their science
Social Studies	Mississippi Social Studies Standards (Grades 3-4)	Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources.
Other (specify)	STEM to STEAM Laboratory	STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills.

Content Area	Publisher	Rationale for Selection
Grade Levels: 5-6		
ELA	Houghton Mifflin Harcourt *Journeys' Common Core*	Houghton Mifflin Harcourt's "Journeys' Common Core" is a fully integrated K-8 Language Arts program. Comprehension in Journeys' Common Core also begins with the Read Aloud at each grade level and is supported by direct-skill instruction.
	Thinking Maps Inc. *Write From the Beginning and Beyond*	*Write From the Beginning* utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing process.
Math	Houghton Mifflin Harcourt *Singapore Math® (Math In Focus)*	Singapore Math® (Math in Focus) is a K-8 balanced math program that relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. The program relies heavily on visualization. Students use model drawing to solve word problems, instead of trying to picture a problem in their head and then write the equation to solve it.
	I CAN Learn® Pre-Algebra and Algebra	The I CAN Learn® Education System is an interactive, self-paced, mastery-based software system that includes the I CAN Learn Fundamentals of Math (5^{th}–6^{th} grade math curriculum).
Science	National Academies and the Smithsonian Institution *Science and Technology Concepts (STC)™*	In Motion and Design, a physical science unit for grades 5–6, students learn why objects go and stop. Students use K'NEX® sets, which are exclusive to STC™, to build model cars from accurate technical drawings, and design them to meet specific challenges. Students learn how to make a car go fast or far carry a load, resist air, and more.
	FOSS (Full Option Science System) Kits	FOSS is a proven inquiry-based, active learning science program that allows students to expand their science
Social Studies	Mississippi Social Studies Standards (Grades 5-6)	Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources.
Other (specify)	STEM to STEAM Laboratory	STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills.

Content Area	Publisher	Rationale for Selection
Grade Levels: 7-8		
ELA	Houghton Mifflin Harcourt *Journeys' Common Core*	Houghton Mifflin Harcourt's "Journeys' Common Core" is a fully integrated K-8 Language Arts program. Comprehension in Journeys' Common Core also begins with the Read Aloud and is supported by direct-skill instruction.
	Thinking Maps Inc. *Write From the Beginning and Beyond*	Write From the Beginning utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension and is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing process.
Math	Houghton Mifflin Harcourt *Singapore Math® (Math In Focus)*	Singapore Math® (Math in Focus) is a K-8 balanced math program that relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. The program relies heavily on visualization. Students use model drawing to solve word problems, instead of trying to picture a problem in their head and then write the equation to solve it.
	Renaissance Learning's *Accelerated Math™* (Grades 7 & 8)	Accelerated Math™ is a K-12 software tool that creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software will be used in conjunction with the Singapore Math curriculum to add practice components and aid teachers in differentiating instruction.
Science	National Academies and the Smithsonian Institution *Science and Technology Concepts (STC)™*	Experimenting with Forces and Motion allows students in grades 7 and 8 to investigate the nature of energy, the different forms it can take, the nature of different forces, and how those forces affect the motion of objects.
	FOSS (Full Option Science System) Kits	FOSS is a proven inquiry-based, active learning science program that allows students to expand their science
Social Studies	Mississippi Social Studies Standards (Grades 7-8)	Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources.
Other (specify)	STEM to STEAM Laboratory	STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills.

Scope and Sequence Summary

Core Academic Program Scope and Sequence				
Gr.	**ELA**	**MATH**	**SCIENCE**	**Social Studies**
K	**Language Arts** I**. Listening and Speaking**: Classroom Discussion; Presentation of Ideas and Information; Comprehension and Discussion of Read-Alouds—All Texts; Fiction, Drama, and Poetry; Comprehension; Nonfiction and Informational Text **II. Reading:** Print Awareness**;** Phonological and Phonemic Awareness**;** Phonics (Decoding and Encoding); Oral Reading and Fluency**; and** Reading Comprehension **III. Writing** **IV. Language Conventions:** Handwriting and Spelling; Parts of Speech and Sentence Structure; Capitalization and Punctuation **V. Poetry:** Mother Goose and Other Traditional Poems; Other Poems, Old and New **VI. Fiction;** Stories**;** Aesop's Fables**;** American Folk Heroes and Tall Tales; Literary Terms **VII. Sayings and Phrases**	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Plants and Plant Growth II. Animals and Their Needs III. The Human Body IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies *Biological Science Strand: FOSS Trees; FOSS Animals Two by Two	**History and Geography** **World:** I. Geography: Spatial Sense II. An Overview of the Seven Continents **American:** I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement A. The Voyage of Columbus in 1492 B. The Pilgrims C. July 4, "Independence Day" IV. Presidents, Past and Present V. Symbols and Figures
	ELA I. Listening and Speaking; Classroom Discussion**;** Presentation of Ideas and Information**;** Comprehension and Discussion of Read-Alouds—All Texts**;** Comprehension and Discussion of Read-Alouds—Fiction; Drama,	**I. Patterns and Classification** **II. Numbers and Number Sense** **III. Money** **IV. Computation** A. Addition B. Subtraction C. Solving	**Safety, Measurement, and Claims** Students conduct field and laboratory investigations using appropriate tools for measurement and following safety procedures	**World:** **I. Geography** A. Spatial Sense B. Geographical Terms and Features **II. Early World Civilizations** A. Mesopotamia: The "Cradle of Civilization"

1	and Poetry**;** Nonfiction and Informational Text **II. Reading:** Print Awareness; Phonemic Awareness**;** Phonics (Decoding and Encoding)**;** Oral Reading and Fluency**;** Reading Comprehension (All Texts); Reading Comprehension (Fiction, Drama, and Poetry); Reading Comprehension (Nonfiction and Informational Text) **III. Writing:** Narrative Writing; Informative/Explanatory Writing**;** Persuasive Writing (Opinion) **IV. Language Conventions:** Handwriting and Spelling; Parts of Speech and Sentence Structure; Capitalization and Punctuation **V. Poetry** **VI. Fiction:** Stories; Aesop's Fables; Different Lands, Similar Stories**;** Literary Terms **VII. Sayings and Phrases**	Problems and Equations **V. Measurement** **VI. Geom**etry	**Scientists and their Processes** Students will research the history of science, science careers and the contributions of scientists as well as follow the same scientific processes in their own investigations with force and motion. **Exploring Matter** Students will explore matter and differentiate its physical properties. *Physical Science Strand: FOSS Solids and Liquids Biological Science Strand: FOSS New Plants Earth / Space Science Strand: FOSS Pebbles, Sand and Silt	B. Ancient Egypt C. History of World Religions **III. Modern Civilization and Culture: Mexico** A. Geography B. Culture **American:** **I. Early People and Civilizations** A. The Earliest People: Hunters and Nomads B. Early American Civilizations **II. Early Exploration and Settlement** A. Columbus B. The Conquistadors C. English Settlers **III. From Colonies to Independence: The American Revolution** **IV. Early Exploration of the American West** **V. Symbols and Figures**
2	**ELA 2: Listening and Speaking:** Classroom Discussion**;** Presentation of Ideas and Information**;** Comprehension and Discussion of Read-Alouds—All Texts**;** Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry; Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text **II. Reading:** Phonics: Decoding and Encoding; Oral Reading and Fluency;	**I. Numbers and Number Sense** **II. Fractions** **III. Money** **IV. Computation** A. Addition B. Subtraction C. Introduction to Multiplication D. Solving Problems and Equations **V. Measurement** A. Linear Measure B. Weight C. Capacity	**Energy Forms** Students identify the differences among the various forms of energy. **Investigating Circuits** Students will conduct investigations making opened and closed electrical circuits. **Classifying Natural Resources** Students explore natural resources and classify them as	**I. Geography** A. Spatial Sense B. Geographical Terms and Features **II. Early Asian Civilizations** A. Geography of Asia B. India C. China **III. Modern Japanese Civilization** A. Geography B. Culture **IV. The Ancient Greek Civilization** **American:** **I. American**

	Reading Comprehension (All Texts); Reading Comprehension (Fiction, Drama, and Poetry); Reading Comprehension (Nonfiction and Informational Text) **III. Writing;** Narrative Writing; Informative and Explanatory Writing**;** Persuasive Writing (Opinion) **IV. Language Conventions:** Spelling; Parts of Speech and Sentence Structure; Capitalization and Punctuation **V. Poetry** **VI. Fiction**: Stories; Mythology of Ancient Greece; American Folk Heroes and Tall Tales; Literary Terms **VII. Sayings and Phrases**	(Volume) D. Temperature E. Time **VI. Geometry**	renewable and nonrenewable natural resources as well as determine how they can be conserved. **Exploring Soil** Students will explore soil composition and its ability to retain water and sustain life. *Physical Science Strand: FOSS Balance and Motion Biological Science Strand: FOSS Insects Earth / Space Science Strand: FOSS Air and Weather	**Government: The Constitution** **II. The War of 1812** **III. Westward Expansion** A. Pioneers Head West B. Native Americans **IV. The Civil War** **V. Immigration and Citizenship** **VI. Fighting for a Cause** **VII. Geography of the Americas** A. North America B. South America **VIII. Symbols and Figures**
3	**I. Reading and Writing:** Reading Comprehension and Response; Writing**;** Spelling, Grammar, and Usage**;** Vocabulary **II. Poetry** **III. Fiction:** Stories, Myths and Mythical Characters**;** Literary Terms	**I. Numbers and Number Sense** **II. Fractions and Decimals** **III. Money** **IV. Computation** A. Addition B. Subtraction C. Multiplication D. Division E. Solving Problems and Equations **V. Measurement** A. Linear Measure	**Investigating Weathering, Erosion, and Deposition** Students will investigate the forces of weathering, erosion and deposition and their effects on Earth's landscape **Predicting Weather and Its Processes** Students will explore the processes of the water cycle. Students will record weather change using metric tools and make predictions using weather maps. **Exploring Natural**	**I. World Geography** A. Spatial Sense B. Geographical Terms and Features C. Canada D. Important Rivers of the World II. The Ancient Roman Civilization A. Geography of the Mediterranean Region B. Background C. The Empire D. The "Decline

			Cyclical Events Students will explore the causes of the night/day cycle, seasons, and ocean tides. **Comparing Animals and Plants** Students will explore growth of organisms and life cycles. *Physical Science Strand: FOSS Physics of Sound Biological Science Strand: FOSS Human Body Earth / Space Science Strand: FOSS Earth Materials Reading Workshop Unit - "Ecosystems"	
4	**Grade 4 Students will:** Describe the basic elements of stories, such as characters, events, and settings by drawing on specific details in the text; Pay close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explain how the author uses facts, details, and evidence to support particular points; Compare ideas, characters, events, and settings in stories and myths from different cultures;	**Grade 4 End-of-Year-expectations for mathematics include:** Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million); Multiplying and dividing multi-digit numbers in simple cases	**Exploring Producers and Consumers** Students will explore interactions that occur between producers and consumers. **Inherited Traits, Learned Behavior, and Adaptations** Students will learn about inherited traits, learned behaviors and adaptations. **Designing Investigations** Students will design and conduct experimental investigations. *Physical Science Strand: FOSS	

	Write summaries or opinions about topics supported with a set of well-organized facts, details, and examples; Independently conduct short research projects on different aspects of a topic using evidence from books and the Internet; Paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points; Report orally on a topic or tell a story with enough facts and details; Write complete sentences with correct capitalization and spelling; Relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)	(e.g., multiplying 1,638 Å~ 7 or 24 Å~ 17, and dividing 6,966 by 6); Understanding and applying equivalent fractions (e.g., recognizing that 1⁄4 is less than 3⁄8 because 2⁄8 is less than 3⁄8)	Magnetism and Electricity Biological Science Strand: FOSS Structures of Life Earth / Space Science Strand: FOSS Sun, Moon, and Stars Reading Workshop Unit on Farms and Food Production	
5	**Grade 5 ELA skills include:** Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas; Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view; Integrating information	**End-of-Year Mathematics skills include:** Adding and subtracting fractions with unlike denominators (e.g., 2 1⁄4 – 1 1⁄3), and solving word problems of this kind; Multiplying fractions; dividing fractions	**Mixtures and Solutions Module** has five investigations that introduce 5th graders to fundamental ideas about matter and its interactions. Students come to know that matter is made of particles too small to be seen and develop the understanding that matter is conserved when it changes state—from	**Grade 5 students will study: Olmec Civilization** and its location, means of travel, dwellings, food production, art and religion, writing, counting, and calendar are discussed; **Phoenician Civilization** and its location, role of city-states, identification of important cities, influence of Egyptian trade, trade routes,

	from several print and digital sources to answer questions and solve problems; Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view; Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action; Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)' Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate; Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing; Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore; Producing writing on the	in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many 1⁄3-cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share 1⁄2 pound of chocolate equally); Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal) Multiplying whole numbers quickly and accurately, for example 1,638 . 753, and dividing whole numbers in simple cases, such as dividing 6,971 by 63; Understanding the concept of volume, and solving word problems that involve volume; Graphing points	solid to liquid to gas—when it dissolves in another substance, and when it is part of a chemical reaction. Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. They also engage in engineering experiences with separation of materials. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter. **Living Systems (Biological Science)** has four investigations that focus on systems as the unit of study. The idea of a system is one of the grand integrating (crosscutting) concepts that pervades all of science. Students start by looking at Earth as the interaction of four Earth systems or subsystems—the geosphere, the atmosphere, the hydrosphere, and the biosphere. The focus	culture in terms of clothing and hieroglyphics, manufacturing, navigation and seafaring, and the development of an alphabet and its basis for our current alphabet; **Shang/Zhou Dynasty; Nubian Kingdom; Ancient Greece; U.S. Politics 1801-1840; U.S. History 1820-1850; U.S. Economy in the mid-1800s; Leading to American Civil War (**The Civil War through a comparison of the Blue and the Grey and the Yankees and the Rebels. Lessons require the student to explain the differences between each side as the war began, describe the Battle of Bull Run and the battles at sea, explain the fight for control of the Mississippi River, describe the Peninsular Campaign and the Second Bull Run, describe the effect the Emancipation Proclamation had on African Americans, describe General Sherman's march to the sea and explain why he did this, depict the events that led up to the surrender at Appomattox and the costs of the Civil War); **The American Civil War;**

	computer	in the coordinate plane (two dimensions) to solve problems; Analyzing mathematical patterns and relationships	of the module then turns to the biosphere as students explore ecosystems and organisms in terms of their interacting parts. **Earth and Sun Module** provides 5th grade students with experiences to explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere. Other experiences help students to develop and use models to understand Earth's place in the solar system, and the interactions of Earth, the Sun, and the Moon to reveal predictable patterns—daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter. *Physical Science Strand: FOSS Mixtures and Solutions	**Reconstruction 1865-1877; Geography of the United States; World Geography; Political Science (T**he purpose of government, the various terms of office for governmental positions, the line of succession for the presidency, democratic laws, civil rights, public policy, resolving conflicts, the role of the U.S. in the world, and the responsibility of citizenship)**;** **Economic System** Describes the law of supply and demand, how economic systems produce and distribute goods, factors that affect how consumers make their choices, given examples of competition in the economy, the economic role of government, the national defense plan, productivity, exchange of goods and services, entrepreneurship, and the influence of income on education and career choices)**; and 19th Century Individuals (**Notable individuals and accomplishments are examined. Students are asked to identify the accomplishments of The Wright Brothers, Samuel F. Morse, Louis Braille, Elijah McCoy,

			Inquiry / Technology Strand: FOSS Variables Biological Science / Earth Science Strand: The Oceans Reading Workshop Unit "Environmental Issues"	Madame CJ Walker, and Alexander Graham Bell)
6	**End-of Year:** Fluent reading with a variety of literary genres, successful application of comprehension strategies, skillful composition development, using punctuation appropriately, and the ability to speak and listen proficiently Specifically: **Vocabulary skills** - Synonyms, antonyms, homonyms, prefixes, suffixes, homophones, idioms, and Greek and Latin roots **Process Skills** – Uses the Think Aloud format to expose students to various types of texts. Students will summarize, predict, visualize, clarify, and understand scaffolding while using informational articles, fiction, nonfiction, and fables. **Comprehension** - Students develop summaries, paraphrase, and synthesize information from two or more texts; analyze plot, character, and setting; identify the main idea using supporting details; identifying fact and opinion; using charts and graphs; distinguishing between cause and effect; identifying the author's purpose; drawing conclusions with	**By End-of-Year:** Proficiency in the four basic math operations; Competency with algebraic operations; Applying geometry concepts to problem solving; Development of complex graphing skills; Use of functions and probability to make predictions. Students study various operations with the following: whole numbers: operations with whole numbers, decimals, fractions, integers, graphing, Measurement, ratios and proportions, percents, functions, and Probability	FOSS **Weather and Water Course** focuses on Earth's atmosphere, weather, and water. Grade 6 students will delve into topics that may seem unrelated to weather, including a good dose of physics and a bit of chemistry. A good understanding of meteorology as an earth science isn't complete without an introduction to concepts that cross into these disciplines. Students will do more than read data from a weather center. They will explore ideas about atoms and molecules, changes of state, and heat transfer before they can launch into the bigger ideas involving air masses and fronts, convection cells and winds, and the development of severe weather. In the **Diversity of Life Course**, Grade 6 students consider what it means to be a	**Grade 6 students will study:** Ancient Hebrew Civilization, Early Civilization of India, the Early Civilization of China, Rome, Civilizations of Islam, African Civilization, Settling the Western U.S., Industrial Revolution, Immigration to America, United States 1877-1914, The U.S. as a World Power, Mississippi History, Characteristics of Mississippi, Maps/Globes/Geographic Tools, Political Science, U.S. Political System, and Economic System

	inferencing; and compare and contrast strategies. Students are given the opportunity to apply their knowledge by creatively writing an advertisement and a piece of poetry. Language arts skills are put into practice through exercises reviewing fragments, run-ons, and homophones.		living organism. What are the characteristics that scientists use to define life? Are those characteristics hard and fast or are they flexible? Does something as outlandish as an archaeon that lives in boiling hot springs or a virus that depends upon other life-forms to reproduce fit into the definition students create? Students consider these questions as they encounter life throughout the course. *Life Science Strand: Middle School FOSS Diversity of Life Middle School FOSS Populations and Ecosystems	
7	**By End-of-Year, Grade 7 Students will: Determine Word Meaning** as they incorporate the use of context clues, compare and contrast, multiple meaning words, vocabulary strategies, and figurative language to understand the text. They will also compare and contrast vivid writing with plain text; **Summarize written text** through the use of main ideas, recall of details, and analyzing paragraphs; **Support Main Ideas** by identifying important details that enable them to answer the 5 W questions. They will also determine	**Math End-of-Year Expectations include mastery of: Number Systems** – In relation to using exponents and scientific notation; **Rational Operations** – Applied to decimals, fractions, percents, and estimation; **Number Theory** – Meanings of prime and composite as well	In the **Earth Science Strand**, Grade 7 students will ready to exercise their inferential thinking, and the study of Earth history is made to order for this effort. They can begin to grapple with Earth's processes and systems that have operated over geological time. Students should make observations and do investigations that involve constructing and using conceptual models. They should generate questions for investigation, which	**Seventh Graders will study: Age of Exploration; (**Characteristics of life in America prior to the 17th century. Lessons present information about the first Americans and how geography influenced the way they lived, the early exploration of the Americas, the conquering and dominating of the New World, and the Spanish, French, and English colonies in America)**; English Colonization (**The way of life of the British colonization in

	the setting and mood of a story, and whether details are specific or general; **Recognize Relationships** through cause and effect relationships inherent in passages. They will use analysis through use of cause and effect and organizational patterns; **Analyze Text** by using inferences, draw conclusions, find the author's purpose, understand themes, and discover the development of the plot in order to facilitate complex comprehension skills. **Evaluate Point of View** by evaluating the point of view in a story through the discrimination of fact and opinion, comparing and contrasting character changes, determining the author's point of view and by recognizing the author's bias. They will also identify how testimonials, bandwagon techniques, and loaded words promote bias in a text; **Parts of Speech** by applying various spelling conventions while learning the plural noun endings, possessive nouns with apostrophes, the "perfect" verb tense, subject and verb agreement, pronoun and antecedent agreement, the comparison of adjectives and adverbs, the use of double negatives, the placement and use of prepositional phrases, and the correct use of conjunctions to connect ideas. **Capitalization**	as prime factorization, greatest common factor and least common multiple; Ratio and Proportion/ Percent – Identify and use ratios and rates, recognize relationships between ratios/proportions and percents, use tables to solve proportional problems, use ratios to solve problems, use percents to solve discount and mark up problems, use simple interest formulas to solve real world situations, and identify proportional relationships in scale drawings; **Rational Numbers** – Identify pairs of additive and multiplicative inverses, add and subtract with positive and negative numbers, multiply and divide with positive and negative numbers, solve real world problems with different types of numbers, use the	may lead to new questions. Through their study of Earth history, students should become more confident in their ability to ask good questions and to recognize and use evidence from the rocks to come up with explanations of past environments. **Populations and Ecosystems** provides 7th graders with the first steps along the path of ecological understanding. They will learn how organisms depend on their ecosystem for survival. Energy and matter, in the form of food, flow through an ecosystem. The critical role of photosynthetic organisms in creating food is what allows the rest of the organisms in the ecosystem to exist. Disruption to one element of the ecosystem produces waves and ripples that touch every member of the system. Changes may produce pressures in the ecosystem. When change is precipitous, a population may be exterminated. In the Course Summary (**Chemical Interactions)**,	America. Students will learn about the cities of Roanoke and Jamestown, the thirteen colonies, and the geography and daily life of the colonies); **American Revolution Causes (**An overview of the events, individuals, and organizations that contributed to the war against Britain. Lessons will look at the struggle for control in the colonies, the idea of mercantilism, the taxes that were imposed on colonists, the protests that colonists made, and Britain's response)**; The American Revolution (**History of the United States during the early years of The Revolutionary War. Lessons include information about the battles, documents, and people involved in the Revolution)**; Creation of U.S. Government (T**he early years of the establishment of American government. Students will look at how government started, the influences on the Founding Fathers, the creation of the Constitution, the structure of the government, and the challenges surrounding the Constitution)**; Early Years of the Republic (**The various

	Punctuation using the rules to place commas in a series, in quotations, in a formal letter, in compound sentences, with appositives, with introductory words and phrases, with end marks, with colons and semicolons, with apostrophes, and with quotation marks.	number line to explore addition and subtraction of integers, and use the number line to investigate additive inverses as well as the commutative and associative properties of addition. **Expressions and Equations** – Simplification of expressions, properties, and translations of algebraic expressions into word expressions. **Triangles** – Classification of angles and triangles, using interior and exterior angle measurement, the Pythagorean relationship, and the Pythagorean Theorem to find unknown angle and side measurements. **Plane Geometry** –Characteristics and properties of lines and angles and apply these skills to concept of perimeter, circumference, area, and symmetry/reflecti on; **Geometry** – Attributes of three dimensional figures, the volume of prisms	students will discover that chemistry is the systematic unveiling of the nature of matter—its properties, composition, and structure—and the energy dynamics that accompany matter transformations. Chemistry is also the intellectual process of uncovering the nature of matter and energy that contributes to an ever-expanding body of chemical knowledge. *Earth Science Strand: Middle School FOSS Earth History Middle School FOSS Weather and Water	difficulties that arose in the early years of the Republic)**; Age of Jefferson (**Challenges that President Thomas Jefferson faced by reviewing information about population issues, trade difficulties, and the War of 1812)**; Growth and Expansion (**The U.S. during the 1800's. Students will explore the Industrial Revolution, internal improvements that were made, the changing role of government, and the development of foreign policy)**; Jacksonian Democracy (**The various policies that president Andrew Jackson put into effect. Lessons describe Jackson's early years, military career, presidential election, and philosophies that were applied during this time)**; Manifest Destiny (**Students will learn how apparent it was that the U.S. was destined to control all territory between the Atlantic and Pacific. Lessons examine the causes that led to this control such as: the types of people who moved West, the war with Mexico, and Western Travel)**; Reform Movements; Causes of the Civil**

		and cylinders and how to calculate the surface area of prisms and cylinders. **Measurement** – Students learn Apply formulas for calculating rate, distance, time, mass, and capacity to estimation and conversion. **Graphing** – Identifying ordered pairs and how to plot them, the 4 quadrants of the coordinate plane, **Linear Relationships** - Interpret various types of linear graphs; **Data and Statistics** – Representations of data such as the circle, line, bar, histogram, stem-and-leaf, and box and whisker graphs. Calculating mean, median, and mode and applying the measures of central tendency to data and various types of graphs.		**War; The Civil War; Reconstruction; Immigration and Industry; United States as a World Power; World War I; Roaring Twenties** (Students will examine the post war challenges of the 1920's such as the Red Scare, the rise of the KKK, and the changing economic climate); **The Great Depression (**the different problems and causes of the depression and what the New Deal meant to America)**; World War II (**Students will analyze the stepping stones to the Second World War, as well as examine the reasons for the United States involvement)**; The Cold War (**Students will evaluate the concept of the Iron Curtain, the spread of communism, the Cuban Missile Crisis, and the conflict with Vietnam)**; Changing Times in America; and Modern America (**a comparison of the Reagan, Bush, and Clinton administrations. Lessons will look at the economic and foreign policies during these years)**.**
	By year's end, Grade 8 students are expected to: accurately apply punctuation, grammar and syntax skills, develop	**Eighth graders are expected to master the following math skills by the end**	**Eighth graders will focus on Planetary Science**. They will learn In this course, some of the concepts	Eighth graders will be given access to seventh grade social studies curriculum for the following reasons:

8	complex grade appropriate vocabulary, and read with fluency while applying comprehension strategies. **Specifically, they will cover:** **How-to-Articles** – strategies that build writing skills. Students will use prewriting strategies and using words in context to apply comprehension and practical activities to fun projects; **Informational Articles** – how word choice is connected to the outcome of the composition. Students will identify the main idea, supporting details, interpret graphs, and write a descriptive paragraph; **Events in the News** – explore current events and complete writing assignments about these events; **Short Stories** - how to use literary devices to develop a quality short story. Students cover 3 pieces of literature with writing assignments that correspond to each; **Poetry** –various types of poetry such as lyrical poetry and free verse poetry; **Persuasive Readings** – Students will study famous examples of persuasive speeches in order to develop a greater understanding of speech writing write their own persuasive speech; **Use of Apostrophes** –recognize possessive nouns, learn the rules for apostrophes, identify words that need apostrophes, and place the	**of the year:** accurately apply ratio, proportion, and percent; have a solid understanding of algebraic principles; understand beginning concepts of geometry; and Be able to apply data and statistics to everyday situations. **Specifically, they will cover:** **Number Systems** – Number theory in relation to scientific notation of numbers between zero and one. Identify rational and irrational numbers and absolute value; **Real Numbers** - Order of operations applied to decimals, square roots, estimation, and simplification of expressions. Students examine the use of repeating decimals and the process used to convert these decimals to fractions; **Number Theory** – Various divisibility rules	students will learn the following: The Moon can be observed both day and night; At all times, half of Earth is illuminated (day) and half is dark (night); Daytime and nighttime are the result of Earth's rotation on its axis; The tilt of Earth's axis and Earth's revolution around the Sun results in seasons; Scale is the size relationship between a representation of an object and the object; The Moon shines as a result of reflected light from the Sun; Half of the Moon is always illuminated (except during a lunar eclipse); Craters can be categorized by size and physical characteristics: simple, complex, terraced, ringed (or basin), and flooded; The solar system formed during a sequence of events that started with a nebula; The Moon formed after a massive collision between the forming Earth and a planetesimal about the size of Mars; The distance between solar system objects is enormous; Liquid water is essential for life as we know it; Scientific	• The seventh grade social studies curriculum gives in-depth look at the age of exploration, colonization, the American revolution, early government, immigration, World Wars 1 & 2, and more. • It is not likely that seventh graders will complete the entire curriculum in a year's time; eighth graders will pick up where they left off in Grade 7.

	apostrophes correctly; **Apply Spelling Conventions** – various verb forms, adverbs, colons, and semicolons; Introduction to infinitives, confusing words, and modifiers--students identify and correct misspelling and usage errors; **Strategies to Edit Written Work; Use infinitives and participles; Use parts of speech correctly** – Rules for demonstrative adjectives, pronouns, and modifiers; Identifying the correct verb tense, progressive verbs, adverbs that are used as intensifiers, indefinite pronouns, and the perfect verb tense; **Variety of sentence types** – Complex sentences and the various punctuation, subject verb agreement, and parallel structure that is needed to form these sentences correctly.	and how they can be applied to problem solving, how to represent numbers in base ten in other types of bases; **Ratio, Proportion, and Percent** – Using rate of change, proportional relationships, and percents less than 1 and greater than 100 to solve real life situations; **Plane Geometry; Three-Dimensional Geometry; Measurement** – Interpret and apply different scales of measurement, select appropriate tools for measurement, and identify the number of significant digits in a measurement; **Graphing; Linear Relationships; Probability; and Data and Statistics**	missions provide data about the composition and environmental conditions on the planets, moons, and other bodies in the solar system; Planetary-system objects move in measurable and predictable patterns; The magnitude and duration of the dip in light intensity during a transit reveals information about the planet. *Physical Science Strand: Middle School FOSS Chemical Interactions Middle School FOSS Electronics	

Non- Core Academic Program Scope and Sequence			
Grade	PBL STEM & STEAM	ACADEMIC ELECTIVES	PHYSICAL EDUCATION
K	**STEAM Lab Only:** (Visual Arts: Color, Line, Shape, Texture, Finger Painting) (Music: Listening and Understanding)	Learning in Two Languages (LiTL)	Exercise and Dance

1	**STEAM Lab Projects Only:** **(**Visual Arts: Color, Line, Shape, Texture, Finger Painting) (Music: Listening and Understanding)	Learning in Two Languages (LiTL)	Exercise and Dance
2	**STEAM Lab Projects Only:** **(**Visual Arts: Elements of Art, Play Dough Sculpture, Finger Painting) (Music: Elements of Music. Listening and Understanding)	Learning in Two Languages (LiTL)	Exercise and Dance
3	**STEAM Lab Projects Only:** **(**Visual Arts: Light, Space in Artworks, Landscapes, Abstract Art) (Elements of Music: Orchestra, Composers and Their Music, Songs)	Learning in Two Languages (LiTL)	Exercise and Dance
4	Digital Art I, Digital Photography I, Piano I	Learning in Two Languages (LiTL)	Physical Education Exercise and Dance
5	Digital Art II, Digital, Photography II, Piano II	Learning in Two Languages (LiTL)	Health/Physical Education Exercise and Dance
6	Robotics, Computer I, Applications I, Intro to Word, PowerPoint, Excel, Advanced Piano	Learning in Two Languages (LiTL), Creative Writing I	Health/Physical Fitness Exercise and Dance (Ballet, Jazz)
7	Visual Art I, Theatre, Choir or Band, Computer II, Web Design I, Applications II, Intro to Publisher, Advanced, Word/Excel, Networking, Career Unit, Beginning Band	Creative Writing II Drama I, Speech & Debate I	Health/ Physical Fitness Cheerleading, Basketball Dance (Ballet, Jazz)
8	Visual Art II, Choir or Band, Theatre, Cartooning, Web Design II, Robotics, Networking, Career Unit, Concert Band, Jazz Band	Advanced Writing and Theatre Production Drama II, Speech & Debate II, Yearbook	Health/ Physical Fitness Cheerleading, Basketball Yoga, Dance (Ballet, Jazz, Interpretive)

Curriculum Map

6th Grade Mathematics Curriculum Map			
Strand 1: Ratios and Proportional Relationships (9 weeks)			
Standards	**Objectives - TLWBAT:**	**Key Concepts/Vocabulary**	**Suggested Resources**
6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **6.RP.A.2**: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. **6.RP.A.3**: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **6.RP.A.3a:** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and	• demonstrate knowledge of ratio as a comparison of any two quantities • demonstrate knowledge of a ratio is not always a comparison of part-to-whole; Can be part-to-part or whole-to-whole • demonstrate knowledge that a unit rate emphasizes finding an equivalent ratio with a denominator of 1. • use multiplicative recursive patterns • use multiplicative relationships to extend an initial ratio to equivalent ratios; When working backward, use the inverse operation (division). • recognize a linear relationship appears when the pairs are plotted on the coordinate plane • use division to determine unit rate • Introduce percent as a special rate where a part is compared to a whole and the	• Ratio • Ratio Relationship • Type of • Unit of Measurement • Unit Rate • Value of a Ratio • Convert • Coordinate Plane • Equation • Tape Diagram	"Taste Test Ratios" (Mel Heale) "Smoothie Recipe" Ratio (Carol Maughan) "Scaling Quantities"(Mary Davies) "Sweet Bags Ratio & Proportion" (Dhipa Begum) "Simple Ratios" (Laura Dodgson-Hatto) Khan Academy Videos - Ratio and Proportion Part 2: LearnZillion Videos - Ratio and Proportion Part 2: National Resources Old Standards v. Common Core: A Side-by-Side Comparison of Math Expectations "Understanding how the new standards will improve students' math skills..." View a comparison of math problems based on previous sets of standards to math problems based on the CCSSM to understand

plot the pairs of values on the coordinate plane. Use tables to compare ratios. **6.RP.A.3b:** Solve unit rate problems including those involving unit pricing and constant speed. **6.RP.A.3c:** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. **6.RP.A.3d:** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	whole always has a value of 100 • Ability to expand ratio reasoning to units of measurement		the greater focus by teachers and deeper knowledge by students called for in the new standards.
Performance Outcomes - By the end of the Ratio and Proportions strand, TASCS students are expected to:			
The following list provides outcomes that describe the knowledge and skills that students should understand and be able to do when the strand is completed. The lists of outcomes are not exhaustive, and the outcomes should not supplant the standards themselves. Rather, they are designed to help teachers delve deeply into the standards and augment as necessary, providing added focus and clarity for lesson planning purposes. This list is not intended to imply any particular scope or sequence. The student will be able to: • Write ratios given critical information • Use tables, graphs, tape diagrams and double number line diagrams to represent equivalent ratios. • Use ratios, rates and percent in a wide variety of contexts.			

6th Grade Mathematics Curriculum Map (Continued)			
Strand 2: The Number System (9 weeks)			
Standards	**Objectives**	**Key Concepts/Vocabulary**	**Suggested Resources**
6.NS.A.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. **6.NS.B.2**: Fluently divide multi-digit numbers using the standard algorithm. **6.NS.B.3:** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.B.4:** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple	Students will: • divide fractions • solving word problems involving division of fractions • divide fractions by fractions • compute multi-division problems • add and subtract decimal word problems • add decimals: thousandths • divide decimals: ten thousandths • multiply decimals • subtract decimals: thousandths • use the distributive property with variables • factor with the distributive property • find the greatest common factors and least common multiples of	• Proper Fractions • Improper Fractions • Reciprocal Fraction • Repeating DD • Conversions • Distributive Property • factorization • Greatest Common Factor (GCF) • Least Common Multiple (LCM • integers • Cartesian Plane • Coordinate Plane • Quadrants • Coordinate Pairs • X-Axis • Y-Axis • Absolute Values • Rational numbers • Inequalities • Variables	Council of Great City Schools Parent Roadmaps to the Common Core Standards – Mathematics The Council of the Great City Schools' parent roadmaps in mathematics provide guidance to parents and guardians about what their children will be learning and how they can support that learning from kindergarten through high school. These parent roadmaps for each grade level also provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.

of a sum of two whole numbers with no common factor. **6.NS.C.5:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.C.6:** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **6.NS.C.6a:** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **6.NS.C.6b:** Understand signs of	fractions • solve GCF and LCM word problems • interpret negative numbers • solve coordinate plane problems in four quadrants • determine vertical and horizontal distance between points on a coordinate plane • graph points and name quadrants • supply missing numbers on a number line • work with negative whole numbers, fractions, and decimals on a number line • plot points and rational numbers on a number line • reflect points in a coordinate plane • work with number		

numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **6.NS.C.6c:** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **6.NS.C.7:** Understand ordering and absolute value of rational numbers. **6.NS.C.7a:** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. **6.NS.C.7b:** Write, interpret, and explain statements of order for rational numbers in real-world contexts. **6.NS.C.7c:** Understand the absolute value of a rational number as	opposites • find, compare, and interpret absolute values • order negative and rational numbers • write numerical inequalities		

its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. **6.NS.C.7d:** Distinguish comparisons of absolute value from statements about order. **6.NS.C.8:** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			
Performance Outcomes - By the end of the Number System strand, TASCS students are expected to:			
• Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. • Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. • Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. • Understand signs of numbers in ordered pairs as indicating locations in quadrants of the			

coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right*.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7*degrees C to express the fact that –3 degrees C is warmer than –7 degrees C*.
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars*.
- Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars*.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

6th Grade Mathematics Curriculum Map (Continued)			
Strand 3: Expressions and Equations (9 weeks)			
Standards	**Objectives: TLWBAT:**	**Key Concepts/Vocabulary**	**Suggested Resources**
6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2**: Write, read, and evaluate expressions in which letters stand for numbers. **6.EE.A.2a**: Write expressions that record operations with numbers and with letters standing for numbers. **6.EE.A.2b:** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **6.EE.A.2c:** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform	Students will: • solving problems involving exponents • work with powers of fractions • evaluate expressions with variables and word problems • write basic expressions with variables • work with terms, factors, and coefficients • evaluate expressions with one variable • evaluate expressions with two variables • evaluate expressions with two variables, fractions, and decimals • demonstrate understanding of expression value intuition • combine like terms • combine like terms with distribution • work with distributive property using variables	• Numerical Expression • Order of Operation • PEMDAS • Repeating DD • Conversions • Distributive Property • factorization • Greatest Common Factor (GCF) • Least Common Multiple (LCM • integers • Cartesian Plane • Coordinate Plane • Quadrants • Coordinate Pairs • X-Axis • Y-Axis • Absolute Values • Rational numbers • Inequalities • Variables • coefficients • value intuition • like terms • isolation of variables • Dependent and Independent variables	Khan Academy Common Core Math Here you will find interactive math problems aligned to every CCSSM. Students can work at their own pace through grade-level "missions" and track their progress through personalized dashboards. All problems are accompanied by step-by-step solutions specific to each problem. Successful completion of missions is charted on a progress report on the student's dashboard while "coaches"—whether teachers, tutors, or parents/guardians—can see a student's progress with access through a class code or coach ID. Learn more about these resources from Khan Academy founder, Sal Kahn, in this *EdSurge* article .

arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). **6.EE.A.3:** Apply the properties of operations to generate equivalent expressions. **6.EE.A.4:** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). **6.EE.B.5:** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in	• solve equivalent expressions • test solutions to equations • model with one-step equations • find mistakes in one-step equations • solve one-step addition and subtraction equations: fractions and decimals • solve one-step multiplication and division equations: fractions and decimals • plot inequalities • test solutions to inequalities		

a specified set makes an equation or inequality true. **6.EE.B.6:** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.B.7:** Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. **6.EE.B.8:** Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions;			

represent solutions of such inequalities on number line diagrams. **6.EE.C.9:** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.			
Performance Outcomes - By the end of the Expressions and Equations strand, TASCS students are expected to:			
• Write and evaluate numerical expressions involving whole-number exponents. • Write, read, and evaluate expressions in which letters stand for numbers. • Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y*. • Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms*. • Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of*			

length s = 1/2.

- Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y*.
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

6th Grade Mathematics Curriculum Map (Continued)			
Strand 4: Statistics and Probability (9 weeks)			
Standards	**Objectives**	**Key Concepts/Vocabulary**	**Suggested Resources**
6.SP.A.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. **6.SP.A.2**: Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape. **6.SP.A.3**: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **6.SP.A.4:** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Students will: • understand statistical questions • solve problems using clusters, gaps, peaks, and outliers • determine the effects of shifting, adding, and removing data plots • calculate mean: data displays • create box plots • create dot plots • compare data displays • create frequency tables • create and read histograms • interpret quartiles • read dot plots and frequency tables • calculate, mean. median, mode and display data • understand IQR • understand MAD • find missing and given mean	• Statistics • Measures of Central Tendency • Mean • Median • Mode • Range • Outlier • Data • Plots • Clusters • Peaks • Gaps • Box Plot • Dot plot • Scatter Plot • Frequency Table • Histogram • Quartile • Interquartile Range (IQR(• Mean Absolute Deviation (MAD)	Homework Help Desk Be A Learning Hero has partnered with other organizations to create the Homework Help Desk. With the CCSS, children are learning new concepts and strategies in the classroom. That means parents are learning them, too. The goal of the Homework Help Desk is to equip parents with the knowledge and support they need to help their children with homework assignments.

6.SP.B.5: Summarize numerical data sets in relation to their context, such as by reading box plots. **6.SP.B.5a:** Reporting the number of observations. **6.SP.B.5b:** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **6.SP.B.5c:** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. **6.SP.B.5d:** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which			

the data were gathered.			

Performance Outcomes - By the end of the Statistics and Probability strand, TASCS students are expected to:

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages*.
- Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context, such as by:
- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

6th Grade Mathematics Curriculum Map (Continued)			
Strand 5: Geometry (18 weeks - Spiraled in Strands 4 and 5)			
Standards	**Objectives - TLWBAT:**	**Key Concepts/Vocabulary**	**Suggested Resources**
6.G.A.1: Find area by composing or decomposing into rectangles and triangles	• Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	• Area • Perimeter • Three-dimensional Figures • Polygons • Rectangles • Triangles • Angles • Quadrilaterals • Diameter • Radius • Pi • Cube • Parallel • Parallelograms • Congruence	Khan Academy has created thousands of CCSS-aligned math problems, created and reviewed by math educators. Common Core map on the Khan Academy website to browse skills and related math exercises by grade and relevant standard. Adaptive software helps to identify gaps and show progress on each student's learning dashboard, and real-time tracking data is available to teachers.
6.G.A.2: Find volume of right rectangular prisms	• Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. • Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to		*BetterLesson* Common Core Lesson Plans in partnership with the National Education Association, BetterLesson launched a new website in January 2014, featuring over 10,000 CCSS-aligned lessons for math and ELA/literacy. Developed by over 130 current, experienced teachers for every grade level, the featured lessons include the teachers' reflections and insights, student work examples, and an array of other supporting materials.

	find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		
6.G.A.3: Work with the coordinate plane to find length of a side of polygons	• draw polygons in the coordinate plane given coordinates for the vertices • use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate • apply these techniques in the context of solving real-world and mathematical problems.		
6.G.A.4: Creates and uses nets representing three-dimensional figures to find surface areas	• Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. • Apply these techniques in the context of		

	solving real-world and mathematical problems.		
6.G.A. 5: Apply the geometric techniques learned to solve real-world and mathematical problems	• Understand and apply basic properties of lines, and angles. • Understand congruence of corresponding and alternate interior angles when parallel lines are cut by transversal, and that such congruencies imply parallel lines. • Locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles.		
Performance Outcomes - By the end of the Geometry strand, TASCS students are expected to:			
• Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. • Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. • Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second		

coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

GRADE FIVE LEARNING STANDARDS

Grade 5 is the last elementary grade served by Truth Academy STEAM Charter School. Students will exit TASCS's Elementary School division to attend TASCS's Middle School division (Grade 6). By the End of Grade 5, Truth Academy STEAM Charter School fifth graders will be able to:	
READING/LANGUAGE ARTS	
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
MATHEMATICS: Operations and Algebraic Thinking (OA)	
TLWBAT: Write and interpret numerical expressions	
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7; then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.*
TLWBAT: Analyze patterns and relationships	
5.AO.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*
MATHEMATICS: Number and Operations in Base Ten (NBT)	
TLWBAT: Understand the place value system	
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., *"In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).*
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.4	Use place value understanding to round decimals to any place.
TLWBAT: Perform operations with multi-digit whole numbers and with decimals to hundredths	
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MATHEMATICS: Number and Operations-----Fractions (NF)	
TLWBAT: Use equivalent fractions as a strategy to add and subtract fractions	
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
TLWBAT: Apply and extend previous understandings of multiplication and division to multiply and divide fractions	
5.NF.3	Interpret a fraction as division of the numerator by the denominator *(a/b = a ÷ b)*. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product *(a/b) × q* as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.5	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a/b = (n × a)/(n × b)* to the effect of multiplying *a/b* by 1.
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*
MATHEMATICS: Measurement and Data-----Fractions (MD)	
TLWBAT: Convert like measurement units within a given measurement system	
5.MD.1	Convert among different-sized standard measurement units within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
TLWBAT: Represent and interpret data	

5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
TLWBAT: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	
5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MATHEMATICS: Measurement and Data-----Fractions (MD)	
TLWBAT: Graph points on the coordinate plane to solve real-world and mathematical problems	
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., **x**-axis and **x**-coordinate, **y**-axis and **y**-coordinate).
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

TLWBAT: Classify two-dimensional figures into categories based on their properties	
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
SCIENCE: Inquiry	
TLWBAT: Develop and demonstrate an understanding of scientific inquiry using process skills.	
a. Form a hypothesis, predict outcomes, and conduct a fair investigation that includes manipulating variables and using experimental controls.	
b. Distinguish between observations and inferences.	
c. Use precise measurement in conjunction with simple tools and technology to perform tests and collect data.	
d. Organize and interpret data in tables and graphs to construct explanations and draw conclusions.	
e. Use drawings, tables, graphs, and written and oral language to describe objects and explain ideas and actions.	
f. Make and compare different proposals when designing a solution or product.	
g. Evaluate results of different data (whether trivial or significant).	
h. Infer and describe alternate explanations and predictions.	
SCIENCE: Physical Science	
TLWBAT: Understand relationships of the properties of objects and materials, position and motion of objects, and transfer of energy to explain the physical world.	
a. Determine how the properties of an object affect how it acts and interacts.	
b. Differentiate between elements, compounds, and mixtures and between chemical and physical changes (e.g., gas evolves, color, and/or temperature changes).	
c. Investigate the motion of an object in terms of its position, direction of motion, and speed.	
d. Categorize examples of potential energy as gravitational (e.g., boulder on a hill, child on a slide), elastic (e.g., compressed spring, slingshot, rubber band), or chemical (e.g., unlit match, food).	
e. Differentiate between the properties of light as reflection, refraction, and absorption.	
f. Describe physical properties of matter (e.g., mass, density, boiling point, freezing point) including mixtures and solutions.	
g. Categorize materials as conductors or insulators and discuss their real life applications (e.g., building construction, clothing, animal covering).	
SCIENCE: Life Science	
TLWBAT: Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.	
a. Compare and contrast the diversity of organisms due to adaptations to show how	

organisms have evolved as a result of environmental changes.
b. Research and classify the organization of living things.
c. Research and cite evidence of the work of scientists (e.g., Pasteur, Fleming, Salk) as it contributed to the discovery and prevention of disease.
d. Distinguish between asexual and sexual reproduction.
e. Give examples of how consumers and producers (carnivores, herbivores, omnivores, and decomposers) are related in food chains and food webs.
SCIENCE: Earth and Space Science
TLWBAT: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
a. Categorize Earth's materials (e.g., rocks, minerals, soils, water, and atmospheric gases layers of the atmosphere, hydrosphere, and lithosphere
b. Explain how surface features caused by constructive processes (e.g., depositions, volcanic eruptions, earthquakes) differ from destructive processes (e.g., erosion, weathering, impact of organisms).
c. Summarize how weather changes.
d. Describe changes caused by humans on the environment and natural resources and cite evidence from research of ways to conserve natural resources in the United States, including (but not limited to) Mississippi.
e. Predict the movement patterns of the sun, moon, and Earth over a specified time period.
f. Compare and contrast the physical characteristics of the planets (e.g., mass, surface gravity, distance from the sun, surface characteristics, moons).
g. Conclude that the supply of many Earth resources (e.g., fuels, metals, fresh water, farmland) is limited and critique a plan to extend the use of Earth's resources (e.g., recycling, reuse, renewal).
SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Domestic Affairs)
TLWBAT: Understand the people, events, and types of government associated with the development of the United States.
a. Differentiate among pre-Columbian civilizations (e.g., cliff dwellers, Pueblo people of the desert Southwest, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and the Woodland Peoples east of the Mississippi River) regarding their location, religious practices, political structures, and use of slaves.
b. Cite evidence of the earliest explorations of the Western Hemisphere by the Vikings, including locations and time frame of their explorations.
c. Identify significant European supporters (e.g., King Ferdinand and Queen Isabella) and explorers (e.g., Cortez, Ponce de Leon, Hernando De Soto) and the settlements they established (e.g., Roanoke, Jamestown, Plymouth).
d. Connect the reasons for the establishment of the early colonies to the major individuals and groups responsible for the founding of those settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

e. Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights).
SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Global/International Affairs)
TLWBAT: Understand global connections and explore issues, concerns, and possible solutions.
a. Locate physical features that influenced and impacted the migration, exploration and settlement in North America (e.g., continents, ocean currents, winds, forests, rivers, mountain regions).
b. Describe the impact of geographic regions on Native American life and the ways in which Native American Nations interacted with one another.
c. Locate on maps of North America and South America, land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia
d. Explain the cultural, ecological, and economic impact of the Columbian Exchange on Europe, the Americas, and West Africa (e.g., widespread exchange of plants, animals, foods, human populations including enslaved people, communicable diseases, and ideas between the Eastern and Western hemispheres).
SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Civil Rights/Human Rights)
TLWBAT: Understand how political, religious, and economic ideas and interests influenced the founding of the United States.
a. Explain how the need for religious, political, and economic freedom influenced the settlement of North America by Europeans.
b. Analyze the relationship between early European settlers in America and the Native Americans they encountered in terms of conflict, cultural exchanges, property rights, and adoption of democratic ideas.
c. Critique the development and impact of slavery in North America, including the causes, conditions, and effects on enslaved Africans in North America.
d. Trace the development of democratic ideas that influenced the early colonies (e.g., Magna Carta and Mayflower Compact, etc.).
SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Economics)
TLWBAT: Understand the impact of trade routes on emerging colonies in the Americas.
a. Describe economic activities within and among Native American cultures prior to contact with Europeans.
b. Trace the North American and Atlantic trade routes that linked Africa, the West Indies, the North American colonies, and Europe and explain the economic impact of those routes.
c. Use economic concepts (e.g., supply and demand, scarcity, interdependence, opportunity costs) to identify the economic motivations for European exploration and settlement in the Americas.

SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Culture)
TLWBAT: Understand the contributions of the various cultures represented in pre-Columbian through colonial America.
a. Compare major Native American cultures in respect to geographic regions (e.g., Southeast, Northeast, Southwest, Pacific Northwest, and Plains), natural resources, government, economy, and religion.
b. Explain the effect of colonization by Europeans on both European and Native American cultures.
c. Draw conclusions about how cultures changed through cultural diffusion, invention, and innovation (e.g., navigational tools such as astrolabe and sextant, farming techniques, new agricultural products, holidays, religious beliefs and practices, government, weaponry, etc.).

Information taken from:
"2011 Mississippi Social Studies Framework" at *http://www.mde.k12.ms.us/ESE/Grade5*

GRADE EIGHT LEARNING STANDARDS

Grade 8 is the last grade served by Truth Academy STEAM Charter School. Students will exit TASCS Middle School division to attend high school. By the End of Grade 8, Truth Academy STEAM Charter School eighth graders will be able to:	
READING/LANGUAGE ARTS	
RL.8.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RL.8.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
RL.8.9	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.
RI.8.2	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
RI.8.5	Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
MATHEMATICS: Number System (NS)	
TLWBAT: Know that there are numbers that are not rational, and approximate them by rational numbers	
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that the $\sqrt{2}$, 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
MATHEMATICS: Expressions and Equations (EE)	
TLWBAT: Work with radicals and integer exponents	
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^{-3} = 1/27$.
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the

	form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
TLWBAT: Understand the connections between proportional relationships, lines, and linear equations	
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
TLWBAT: Analyze and solve linear equations and pairs of simultaneous linear equations	
8.EE.7	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.
8.EE.8	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions, by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear

	equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
MATHEMATICS: Functions (F)	
TLWBAT: Define, evaluate, and compare functions	
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function, represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
8.F.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line.*
TLWBAT: Use functions to model relationships between quantities	
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
MATHEMATICS: Geometry (G)	
TLWBAT: Understand congruence and similarity using physical models, transparencies, or geometry software	
8.G.1	Verify experimentally the properties of rotations, reflections, and translations a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
TLWBAT: Understand and apply the Pythagorean Theorem	
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
TLWBAT: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
MATHEMATICS: Statistics and Probability (SP)	
TLWBAT: Investigate patterns of association in bivariate data	
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical

8.SP.4	variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on schools nights and whether or not they have assigned chores at home. Is there evidence that those who have curfew also tend to have chores?*

SCIENCE: Inquiry

TLWBAT: Draw conclusions from scientific investigations including controlled experiments.

a. Design, conduct, and analyze conclusions from an investigation that includes using experimental controls.
b. Distinguish between qualitative and quantitative observations and make inferences based on observations.
c. Summarize data to show the cause and effect relationship between qualitative and quantitative observations (using standard, metric, and non-standard units of measurement
d. Analyze evidence that is used to form explanations and draw conclusions.
e. Develop a logical argument defending conclusions of an experimental method.
f. Develop a logical argument to explain why perfectly designed solutions do not exist.
g. Justify a scientist's need to revise conclusions after encountering new experimental evidence that does not match existing explanations.
h. Analyze different ideas and recognize the skepticism of others as part of the scientific process in considering alternative conclusions.

SCIENCE: Physical Science

TLWBAT: Apply concepts relating to an understanding of chemical and physical changes, interactions involving energy, and forces that affect motion of objects.

a. Identify patterns found in chemical symbols, formulas, reactions, and equations that apply to the law of conservation of mass.
b. Predict the properties and interactions of given elements using the periodic table of the elements.
c. Distinguish the motion of an object by its position, direction of motion, speed, and acceleration and represent resulting data in graphic form in order to make a prediction.
d. Relate how electrical energy transfers through electric circuits, generators, and power grids, including the importance of contributions from Mississippi companies.
e. Contrast various components of the electromagnetic spectrum (e.g., infrared, visible light, ultraviolet) and predict their impacts on living things.
f. Recognize Newton's Three Laws of Motion and identify situations that illustrate each law (e.g., inertia, acceleration, action, reaction forces).

SCIENCE: Life Science

TLWBAT: Compare and contrast the structure and functions of the cell, levels of organization of living things, basis of heredity, and adaptations that explain variations in populations.

a. Analyze how adaptations to a particular environment (e.g., desert, aquatic, high altitude) can increase an organism's survival and reproduction and relate organisms and their ecological niches to evolutionary change and extinction.
b. Compare and contrast the major components and functions of different types of cells.
c. Describe how viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions.
d. Describe heredity as the passage of instructions from one generation to another and recognize that hereditary information is contained in genes, located in the chromosomes of each cell.
e. Explain energy flow in a specified ecosystem.
f. Develop a logical argument for or against research conducted in selective breeding and genetic engineering, including (but not limited to) research conducted in Mississippi.
g. Research and draw conclusions about the use of single-celled organisms in industry, in the production of food, and impacts on life.
h. Describe how an organism gets energy from oxidizing its food and releasing some of its energy as heat.
SCIENCE: Earth and Space Science
TLWBAT: Describe the Earth's System in terms of its position to objects in the universe, structure and composition, climate, and renewable and nonrenewable resources.
a. Compare and contrast the lithosphere and the asthenosphere.
b. Describe the cause and effect relationship between the composition of and movement within the Earth's lithosphere.
c. Examine weather forecasting and describe how meteorologists use atmospheric features and technology to predict the weather.
d. Research the importance of the conservation of renewable and nonrenewable resources, including (but not limited to) Mississippi, and justify methods that might be useful in decreasing the human impact on global warming.
e. Explain how the tilt of Earth's axis and the position of the Earth in relation to the sun determine climatic zones, seasons, and length of the days.
f. Describe the hierarchical structure (stars, clusters, galaxies, galactic clusters) of the universe and examine the expanding universe to include its age and history and the modern techniques (e.g., radio, infrared, ultraviolet and X-ray astronomy) used to measure objects and distances in the universe.
g. Justify the importance of continued research and use of new technology in the development and commercialization of potentially useful natural products, including, but not limited to research efforts in Mississippi.
h. Justify why an imaginary hurricane might or might not hit a particular area, using important technological resources.
SOCIAL STUDIES: United States History from Exploration to Reconstruction (Domestic Affairs)
TLWBAT: Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional

democracy.
a. Describe the relationship between the moral and political ideas of the Great Awakening, the Enlightenment, and Western Political philosophies and the development of revolutionary sentiment among the colonists.
b. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of protecting individual rights (e.g., phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
c. Explain major events (The Stamp Act, The Intolerable Acts, Boston Tea Party, First Continental Congress, etc.) that led to the beginning of the American Revolutionary War.
d. Compare and contrast the major documents and works (e.g., Magna Carta, Declaration of Independence, Articles of Confederation, the United States Constitution, Bill of Rights, the *Federalist Papers*, etc.) that laid the foundation for American democracy.
e. Describe and explain the role of the Founding Fathers (e.g., Washington, Adams, Hamilton, Jefferson) and their impact on the development of America's political landscape.
TLWBAT: Understand how technology, geography, and social conflict has impacted the development of the United States.
a. Discuss the influence of industrialization and technological developments in the various regions of the U.S., including human changes to the landscape and how the physical geography affected human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
b. Cite evidence and evaluate the importance of improvements in transportation and communication (e.g., steamboats, railroads, canals, telegraph, etc.) in the development of American society.
c. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' ―Trail of Tears,‖ settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
d. Trace the origins and development of slavery; its effects on African Americans and on the nation's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it.
e. Analyze the causes, key events, and consequences of the Civil War.
f. Evaluate and examine the Reconstruction Era (using primary and secondary sources such as political cartoons, documents, letters, etc.).
SOCIAL STUDIES: United States History from Exploration to Reconstruction (Global Affairs)
TLWBAT: Understand how geography and politics have influenced the historical development of the United States in the global community.
a. Examine the exploration and colonization periods of the United States using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.).

b. Analyze the American Revolution impacted other nations, (e.g. France, Canada, Spain, Mexico, etc.).
c. Analyze U.S. foreign policy in the early period prior to reconstruction
SOCIAL STUDIES: United States History from Exploration to Reconstruction (Civil Rights/Human Rights)
TLWBAT: Understand the impact of American ideals and institutions on the development of American democracy.
a. Analyze how conflict cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents.
b. Study the lives of formerly enslaved African Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
c. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
d. Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)
SOCIAL STUDIES: United States History from Exploration to Reconstruction (Economics)
TLWBAT: Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy.
a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.).
b. Analyze and evaluate the causes and effects of the Industrial Revolution, Westward Expansion, and immigration on the United States (e.g., inventions, railroads, canals, roads, gold rush, etc.).
SOCIAL STUDIES: United States History from Exploration to Reconstruction (Culture)
TLWBAT: Understand the purposes and principles embodied in the ideals and values of American society.
a. Evaluate the value and the challenge of diversity in American life. b. Assess the importance of certain character traits in a democracy, such as civility, nationalism, freedom, authority, justice, equality, responsibility, etc.
c. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc.

Information taken from:
"2011 Mississippi Social Studies Framework" at *http://www.mde.k12.ms.us/ESE/Grade8*

Truth Academy STEAM Charter School's Proposed Year 1 At-a-Glance

EVENT	DATES	SCHOOL STATUS
Registration Week	July 31 - August 4, 2017	School not in session
First Day of Class	Monday August 7, 2017	Classes Held
Labor Day Holiday	Monday September 4, 2017	No School (1 Day)
Open House/Parent Conferences	Wednesday October 11, 2017	Early Release - ½ Day
Fall Break	October 16 - 20, 2017	No School (1 week)
Veterans' Day	November 11, 2017	Classes Held
Thanksgiving Break	November 22 - 24, 2017	No School (3 Days)
Last Day First Semester for Students and Teachers	Friday December 15, 2017	Classes Held
Holiday Break	Dec. 18, 2017 - Jan. 1, 2018	School Closed (2 wks)
First Day of Second Semester	Tuesday January 3, 2018	Classes Resume
Martin Luther King, Jr. Holiday	Monday January 15, 2018	No School
Winter Parent Conferences/	Tuesday, February 13, 2018	Early Release - ½ Day
Title I Meeting/ Intent to Re-enroll Letters Due	Wednesday March 7, 2018	Classes Held
Spring Parent Conferences	Wednesday March 21, 2018	Classes Held
Spring Break (includes Good Fri.)	March 26 - 30, 2018	No School (1 week)
Spring Assessment Cycle (Estimated)	April 16 - 27, 2018	Classes held
Last Day of Classes	Friday May 25, 2018	Classes held

MONTH FIRST SEMESTER 2017	INSTRUCTIONAL DAYS
August	19
September	20
October *(Oct. 23rd is PD for Teachers)	15.5
November	19
December	11
Total First Semester	**84.5**
SECOND SEMESTER 2018	**INSTRUCTIONAL DAYS**
January *(January 2nd is PD for Teachers)	20
February	19.5
March	17
April *(April 2nd is PD for Teachers)	20
May	19
June	
July	
Total Second Semester	**95.5**
* Not an instructional day (no students)	**TOTAL INSTRUCTIONAL DAYS**
	180

Sample Daily Schedule for Grades K-5	
6:30 - 7:30	Before Care ("playtime" games, read-aloud available)
7:30 a.m.	School opens – breakfast serving line opens (Breakfast 7:30 - 7:50)
8:00 - 8:15	School begins - Morning meeting in the Elem. School Commons (assembly room)
8:15 - 9:30	English/Language Arts (ELA) with 15-minute STEAM project prep period
9:30-10:30	½ hr. read-aloud w/snack; ½ hr. world languages; ELL, FLEP, ESL
10:30-11:30	Integrated STEM/Social studies (4 day/wk.) Physical Education (1 day/wk.)
11:30-12:30	**Lunch and Recess**
12:30 - 1:30	Integrated STEM/Science (4 day/wk.) Science Lab (1 day/wk.)
1:30 - 2:30	Mathematics
2:30 - 3:30	STEAM Lab (core subject projects/Arts: music, dance, painting, etc.) by schedule
3:30 p.m.	Regular school dismissal (academic support/enrichment - 3:30 - 4:00)
4:00 - 6:00	After Care

Note: Support programs (character education, etc.) built into 2:30-3:30 time slot on Fridays

Sample Daily Schedule for Grades 6-8	
6:30 - 7:30	Before Care (instructional games)
7:30 a.m.	School opens – breakfast serving line opens (Breakfast 7:30 - 7:50)
8:00 - 8:15	School begins - Morning meeting in the Middle School Commons (assembly room)
8:15 - 9:30	English/Language Arts (ELA) with 15-minute STEAM project prep period
9:30-10:30	½ hr. read-aloud w/snack; ½ hr. world languages; ELL, FLEP, ESL
10:30-11:30	Mathematics
11:30-12:30	Integrated STEM/Science (4 day/wk.) Science Lab (1 day/wk.)
12:30 - 1:30	**Lunch and Social Break**
1:30 - 2:30	STEAM Lab (core subject projects/Arts: music, dance, painting, etc.) by schedule
2:30 - 3:30	Integrated STEM/Social studies (4 day/wk.) Physical Education (1 day/wk.)
3:30 p.m.	Regular school dismissal (academic support/enrichment - 3:30 - 4:00)
4:00 - 6:00	After Care

Note: Support programs (character education, etc.) built into 1:30-2:30 time slot

Wednesday Projects Block for All Students	
1:30 - 3:30	Students will choose from a range of project block workshops integrating ELA, STEM, social studies, mathematics, science, and/or the arts. Field trips may also be scheduled during project blocks. One Wednesday per month, the last hour of the project block will be used for an all-school meeting by division.

Truth Academy STEAM Charter School
Alternative Daily Schedule of Classes w/ Support

	KK	1st	2nd	3rd	4th	5th	6th	7th	8th
8:00 am	Arrival in the Classroom/ Breakfast in the Classroom								
8:10 am	ELA/SS	ELA/SS	Support	ELA/SS	ELA/SS	ELA/SS	ELA/SS	ELA/SS	ELA/SS
8:20 am									
8:40 am			ELA/SS			Support			Support
9:00 am									
9:10 am									
9:20 am				Support					
9:40 am									
10:00 am				ELA/SS				Support	
10:20 am					Support				
10:30 am							STEM	STEM	STEM
10:40 am					Lunch		Integrated	Integrated	Integrated
11:00 am	Math	Support		Recess		Math	Math	Math	Math
11:30 am				Lunch	ELA/SS	10:50 - 11:50	10:30-11:30	10:30-11:30	10:30-11:30
11:40 am		Recess	Lunch				STEM	STEM	STEM
12:00 N	Lunch			Recess		Support	Science	Science	Science
12:20 pm		Lunch	Math		Math				
12:40 pm	Support			ELA/SS			Lunch	Lunch	Lunch
1:00 pm		Math	Recess			Lunch	Social Break	Social Break	Social Break
1:20 pm	Recess			Math	Recess	Break			
1:40 pm			ELA/SS	1:05 - 2:05		Recess	Integrate	Integrate	Integrate
2:00pm	STEM	STEM		STEM	STEM		STEAM	STEAM	STEAM
2:20pm	Science	Science	STEM	Science	Science	STEM	Lab	Lab	Lab
2:40 pm			Science			Science	STEAM	STEAM	STEAM
3:00 pm							Soc. Stu	Soc. Stu	Soc. Stu
3:20 pm	Prepare for Dismissal/ Prepare for Dismissal/ Prepare for Dismissal								
3:30 pm	Regular Day Dismissal								

Note:
The tentative alternative academic calendar above is not fully developed. It simply offers teachers an opportunity to more efficiently schedule classes and/or blocks of content to meet the needs of their students to better serve their needs in terms of time on task in core subjects, STEM and STEAM activities/projects and non-academics. This calendar is still under development, in that we would like to include teacher input.

ENROLLMENT POLICY

Truth Academy STEAM Charter School will comply with age requirements for entry into Kindergarten and grade one as prescribed by Mississippi Code §37-28-15 and Mississippi Code §37-28-23.

I. GENERAL ELIGIBILITY

A. Except for those students who have been legally transferred, each minor child seeking to enroll in Truth Academy STEAM Charter School shall be a resident.

B. Any new student enrolling in Truth Academy STEAM Charter School shall be accompanied to enrollment by the custodial parent, legal guardian, or adult agent of a social service agency, who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence as herein provided as part of the registration process. At the time of enrollment, the student's social security number will be requested. If no social security number is available to the school, the student's Mississippi Student Information System (MSIS) number will be used to identify and track the student.

C. No child will be allowed to enroll in Truth Academy STEAM Charter School without a certified birth certificate. No child shall be allowed to enroll in or attend school without a valid immunization certificate. Valid certificates include:

- Form 121 – Certificate of Compliance
- Form 121-A – Medical Exemption Certificate
- Form 121-T – Temporary Compliance Certificate
- The Temporary Compliance Certificate Form 121-T is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate Form 121-T or a Certificate of Compliance Form 121 or a Medical Exemption Certificate Form 121-A.

D. Subject to the provisions of Paragraph E below, any child who transfers from an out-of-state public or private school in which Mississippi's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in Truth Academy STEAM Charter School at the same grade level as their prior out-of-state enrollment, if:

- The parent or legal guardian of such child was a legal resident of the state from which the child is transferring;
- The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
- Such child was legally enrolled in a public or private school for a minimum of four (weeks) in the previous state; and
- Truth Academy STEAM Charter School's governing board or their designee has determined that the child was making satisfactory educational progress in the previous state.

E. When any child applies for admission or enrollment to Truth Academy STEAM Charter School, the parent, legal guardian or child (in the absence of an accompanying parent or legal guardian) shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. Students who have been expelled or suspended by another school/district and who subsequently apply for admission to Truth Academy STEAM Charter School shall not be eligible to enroll until they are eligible for readmission to and have actually attended classes in their previous school or produce a document showing a reinstatement following their suspension or expulsion. If a student enrolls in Truth Academy STEAM Charter School and the school learns of an expulsion from another school or district, the student may be immediately dropped from the school roll.

II. RESIDENCE VERIFICATION PROCEDURE

The definition of residence for school attendance purposes is: the student physically resides full time, with his/her parent (must be custodial parent) or legal guardian (as ordered by a judge for other than education purposes), weekdays/nights and weekends, at a place of abode located within the limits of Truth Academy STEAM Charter School year-round. Except for those students who have been legally transferred, each student identified in paragraph B above must establish residency in the following manner:

A. *Students Living With Parent(s) or Legal Guardian(s)* - All legal guardians must provide a certified copy of filed petition for guardianship, if pending, and final decree, when granted. The school will contact and meet only with the legal guardian of the student. When a certified copy of the Court Decree (or petition, if pending) is received declaring the district resident to be the legal guardian of the student, such decree or petition must declare that the guardianship was formed for a purpose other than establishing residency for school district attendance purposes. The parent(s) or legal guardian(s) of a student seeking to enroll must provide the district with two (2) of the following documents, one of which must be a current address listed below):

- Mortgage documents or property deed or current address
- Filed Homestead Exemption Application Form
- Tax receipt, apartment/home lease, rental agreement, or tax display document
- Utility bill (water, gas, electric, dated within thirty (30) days of date of registration)
- Government assistance documentation, i.e.: Supplementary Security Income (SSI); Women, Infants, and Children (WIC); Economic Assistance; Medicaid; Temporary Assistance for Needy Families (TANF); or Children's Health Insurance Programs (CHIPS)
- Any other proof deemed acceptable by the school

In the event that the above listed requirements cannot be provided, residency may be established by submitting documentation to the Truth Academy STEAM Charter School Governing Board. Whenever necessary, the following forms of residence verification may be used to establish a thirty- (30) day temporary enrollment. By the thirtieth (30th) day, additional proofs of residency must be provided. The parent(s) or legal guardian(s) of a student seeking temporary enrollment must provide the school with two (2) of the following documents:

1. Valid Driver's License;
2. Government assistance documentation;
3. State issued government identification;
4. Any other proof deemed acceptable by the school.

B. *Returning Students* - Parents of every returning student will provide proofs of residency on a yearly basis in order to complete the registration process. Proofs required will be as follows:
    1. Parents of returning students who have already provided mortgage/lease information need to provide only:
        a. An up-to-date utility bill
        b. An up-to-date lease or rental agreement (only if any changes have been made on the previous presented agreement)
        c. Any other proof deemed acceptable by the school.
    2. Parents of students living with another family will be required, where applicable, to provide:
        a. An updated "Affidavit of Residency"

C. *Homeless Children* - When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Section 11432 (e) and 11302 (a), Truth Academy STEAM Charter School shall consider and take enrollment action that is in the best interest of the child pursuant to Title X - Part C and 42 USC 11432 (e) (3).

D. *Students Living With Adults Other Than Parents or Legal Guardians*:
    1. The non-parent(s) claiming district residency must meet the same criteria of subparagraph (A), required of a parent or legal guardian.
    2. The adult must provide the school with legal guardianship or custodial papers and provide documentation fully explaining the reason(s) (other than school attendance zone) for this arrangement. The governing board or their designee will make the necessary factual determinations. Examples of situations where guardianship authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
        a. Death or serious illness of the child's parent(s) or guardian;
        b. Abandonment of the child;
        c. Child abuse or neglect;
        d. Seriously unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a documented detrimental effect on the child;
        e. Students enrolled in recognized exchange programs residing with host families;
        f. Incarceration of a parent.
    3. Any person who has assumed responsibility for the care and custody of the child shall be expected to begin the process of seeking legal guardianship before enrollment of the child and an approximate completion date must be given.
    4. The governing board for Truth Academy STEAM Charter School shall, not recognizes any legal guardianship formed for the purpose of establishing

residency for school attendance purposes. The requirements of this enrollment policy are minimum requirements and the school may require additional documentation and verification at any time. The provisions of this policy do not apply to students who have enrolled in the school through employment of the parent with Truth Academy STEAM Charter School. Any court ordered procedure shall take precedence over any procedure contained herein.

III. TEMPORARY ENROLLMENT

A. Students will be allowed temporary enrollment status if the following documents are presented:

B. A temporary immunization form from the County Health Department;

C. A copy of an official request for a birth certificate and a copy of the money order used to order the certificate.

D. An official letter from a lawyer or legal agency that affirms the process for custodial or guardianship process has begun for one of the reasons listed in section II (C) (2) of this policy.

E. Proof of temporary residence, which may include automobile registration and voter precinct identification. Once school has begun, students who enroll in Truth Academy STEAM Charter School must provide documentation of school attendance prior to that date in accordance with the Mississippi Compulsory Attendance Laws. If a parent cannot verify the attendance of his/her child in a recognized school program, the child will be counted absent for each day from the beginning of school in Truth Academy STEAM Charter School until the student's enrollment. Each absence will count as an unexcused absence, and the student will be subject to the provision of the attendance policy as outlined by the governing board.

IV. APPLICATIONS FOR ADMISSION AND THE LOTTERY PROCESS

In accordance with Mississippi Code §37-28-23, Truth Academy STEAM Charter School will reach-out to and target families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at-risk of academic failure to improve their academic performance and value-added academic growth. If applications for admission exceed the number of seats available by grade, Truth Academy STEAM Charter School will hold a public lottery to determine which students will be offered admission. Preference will be given first to siblings of currently enrolled students, and second to students who reside in Sunflower County. As seats become available, students will be accepted into all grades from the original waitlist associated with that grade level's student cohort.

Truth Academy STEAM Charter School Discipline Policy and Code of Conduct is developed in compliance with MS House Bill No. 623, MS § Code 37-11-53. A copy of the school's discipline policy will be included in the Truth Academy STEAM Charter School Parent/Student Handbook, will be distributed to each student enrolled in the school. Parents, guardian or custodian of such student will sign a statement verifying that they have been given notice of the discipline policies. The governing board shall have its official discipline policy and code of student conduct, legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

The Discipline Code of Truth Academy STEAM Charter School provides a uniform standard of conduct for all enrolled school students. It describes inappropriate student behavior, ensures equal treatment for misconduct, and presets specific actions for remediating prohibited behaviors. The Code is based on the premise that rules must be enforced fairly, firmly and consistently and in a fashion equitable and just, while complying with state mandates and regulations. It recognizes that as students progress through school and advance in age and maturity, they will assume greater responsibility for their actions. It is also recognized that differences in age and maturity require different types of disciplinary action.

In this Code, discipline is defined as the implementation of and adherence to behavioral rules and regulations which will ensure an educational environment free of mental and physical hazards to students, teachers and staff. Such an environment is conducive to the practice of good citizenship.

Specific provisions of the Code include:

1. The parent, guardian or custodian of a child enrolled in Truth Academy STEAM Charter School shall be responsible financially for his or her minor child's destructive acts against school property or persons.

2. A parent, guardian or custodian of a child enrolled in Truth Academy STEAM Charter School may be requested to appear at school by the school attendance officer or the principal, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child.

3. Any parent, guardian or custodian of a compulsory school age child enrolled in Truth Academy STEAM Charter School who refuses or willfully fails to attend such discipline conference specified in (2) of this section may be summoned by proper notification by the Executive Director of the school or the school attendance officer and be required to attend such discipline conference.

4. Any parent, guardian or custodian of a compulsory-school-age child who:
   (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or
   (b) refuses or willfully fails to perform any other duties imposed upon him or her under the provisions of this section, shall be guilty of a misdemeanor and, upon

conviction, shall be fined not to exceed Two Hundred Fifty Dollars ($250.00)

5. Any public school district shall be entitled to recover damages in an amount not to exceed Twenty-Thousand Dollars ($20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belonging to such school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the school district is entitled to maintain and nothing in this section shall preclude recovery in a greater amount from the minor or from a person, including the parents, for damages to which such minor or other person would otherwise be liable.

6. A parent, guardian or custodian of a compulsory school age child enrolled in Truth Academy STEAM Charter School shall be responsible for any criminal fines brought against such student unlawful activity occurring on school grounds or buses.

7. Truth Academy STEAM Charter School shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parents of any minor (7-17) who maliciously and willfully damages or destroys property belonging to the school. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.

8. As an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended. This section of Truth Academy STEAM School's discipline policy is in accordance with MS House Bill No. 623, MS § Code 37-11-53.

DISCIPLINARY PROCEDURES

Truth Academy STEAM Charter School will reference MS Code § 37-11-21, MS Code § 37-11-23, MS Code § 37-11-53, and MS Code §37-11-57 relative to student disciplinary procedures.

Hearing Bodies

Except in cases punishable by reprimand, detention, in-school suspension, etc., all cases of student discipline will be heard by one of the following.

A. Principal or his/her designee
B. School Disciplinary Committee or Hearing Officer
C. School Governance Committee or Hearing Officer
D. The Truth Academy STEAM Charter School Governing Board of Directors

Jurisdiction

The Principal, or his/her designee, of the Truth Academy STEAM Charter School has

jurisdiction to hear and decide matters of student discipline and impose the necessary punishment, once guilt or innocence is determined. The categories of punishment shall consist of reprimand, in-school, suspension of no more than three (3) days, corporal punishment, school suspension of no more than three (3) days, or other punishments that do not involve removing the student from school.

Cases involving a suspension of more than three (3) days, or expulsion from school will be heard by a disciplinary committee or a hearing officer. The disciplinary committee shall consist of three (3) professional staff members. This committee and/or hearing officer shall be appointed by the governing board, Executive Director or their designee. After the decision of the disciplinary committee or hearing officer has been made, appeals can be made to the governing board of Truth Academy STEAM Charter School.

Notification of Charges

In cases where the imposition of punishment is for a suspension of three (3) days or less, the student and parent/guardian will be orally informed of the charges lodged against him/her. The student shall have a right to respond and refute these charges. There may be a delay between the time that "notice" is given and the time of the hearing. A brief record will be kept on these proceedings. A parent will be notified of the suspension by telephone, if possible, and in writing.

In cases where the punishment may involve removal from school for more than three (3) days, the following procedure shall be followed:

- The student will be informed of the charges and a hearing held as outlined above.
- The student may be suspended for three (3) days, pending the hearing.
- The student shall be notified in writing of the specific charge or charges and the time and place of the hearing. Such notice will be hand delivered to the student, the parent notified by telephone, if possible and a copy mailed to the parent.
- The notification will specifically inform the student the following:
  a. Witnesses may be produced in behalf of the student;
  b. The student may be accompanied by a parent or guardian;
  c. Witnesses appearing against the student may be cross-examined; and
  d. The student may be represented by an attorney at his/her expense.

Conduct of Hearing

Hearings will not be open to the public. Either tape recording or a court stenographer shall maintain a record of the proceedings. These records shall be kept in a locked file for a period not to exceed one (1) year or until the student graduates from high school. No one may have access to these records except those persons directly involved in the case. Hearings will be conducted in an orderly manner. Any person attempting to disrupt the proceedings shall be subject to the legal action provided for in MS Code § 37-11-21 and MS Code § 37-11-23.

The accused will have an opportunity to make a defense in the hearing. Findings of fact shall be Based upon proof that the student violated policies or rules and regulations as charged by the preponderance of the evidence in the case as a whole. The accused student will have an opportunity to hear and refute all testimony against them. The accused student may present any evidence, may reply to charges, and/or may present witnesses in their behalf. The burden of

proof will rest upon those bringing the charge(s) and all matters pertaining to the case must be produced in the hearing. No formal rules of evidence and/or procedure are required. The hearing will be conducted in an informal and fair manner.

- *Hearing Conclusion* - At the conclusion of the hearing, the disciplinary committee or the hearing officer shall make a finding and announce the decision orally. The decision shall also be reduced to writing and student and parent advised with seventy-two (72) hours after the completion of the hearing.

- *Waiver of Hearing* - A student is permitted to waive the opportunity of a hearing and accept the punishment generally associated with the offense. In this event, the student with one or both parents must confer with the appropriate discipline authority (Executive Director, Principal or designee). In this conference the charges as well as the possible punishment will be explained and accepted. At that time the student and the parent may execute the waiver of the hearing and the punishment will be imposed.

CODE OF DISCIPLINE GRADES K-5

These acts of misconduct include those student behaviors, which disrupt the orderly educational process in the classroom or on the school grounds including the following:

LEVEL I

1 – 1 Tardiness
1 – 2 Running and/or making excessive noise in the hall or building
1 – 3 Initiating or participating in any unacceptable physical contact
1 – 4 In unauthorized area without pass (restrooms, halls, etc.)
1 – 5 Dress code violation
1 – 6 Displaying any behavior which is disruptive to the orderly process of education

DISCIPLINARY ACTION

First Violation
Minimum: Teacher-Student Conference
Maximum: Teacher-Student-Parent Conference

Repeated or Flagrant Violation
Minimum: Teacher-Student-Administrator-Parent Conference (Home Suspension)
Maximum: Corporal Punishment, in-school suspension, detention, and/or school suspension

Students, who after having a student-teacher conference, a teacher-student-parent conference, home suspension, Teacher Support Team interventions, continue displaying behavior which is disruptive to the orderly process of education, can be suspended from school, pending a disciplinary hearing.

LEVEL II

2 – 1 Leaving the school grounds without permission
2 – 2 Skipping class
2 – 3 Insubordination

2 – 4 Possession and/or use of tobacco products (including smokeless tobacco)
2 – 5 Exhibiting any hostile physical actions
2 – 6 Unauthorized possession or use of personal electronic devices (An electronic device is defined as any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces or displays voice and/or text communication or data).

DISCIPLINARY ACTION

First Violation
Minimum: Administrator-Conference, home suspension, corporal punishment
Maximum: School suspension (one to three days)

Repeated or Flagrant Violation
Minimum: School suspension (three days)
Maximum: School suspension (three days) and/or Teacher Support Team interventions Students who, after having a student-teacher conference, a teacher-student-parent conference, home suspension, Teacher Support Team interventions, and a Functional Behavior Assessment, continue displaying behavior which is disruptive to the orderly process of education, can be suspended from school, pending a disciplinary hearing.

Additional disciplinary action for unauthorized possession or use of personal electronic devices:
1st Offense: First offense will result in confiscation of the device and parental contact. The electronic device will be returned at the end of the school day to the student or his/her parent/guardian as determined by the building principal.

2nd Offense: School will take and keep device for 5 school days. After the device is retained for 5 school days, the parent/guardian shall pay $20, which represents the actual cost associated with the confiscation and storage of the device, subject to waiver for economic hardship. After the device is retained for 5 school days and payment of $20 is received (subject to a waiver for economic hardship), the electronic device will be returned to the parent/guardian.

3rd Offense: School will take and keep device for 10 school days. After the device is retained for 10 school days, the parent/guardian shall pay $40, which represents the actual cost associated with the confiscation and storage of the device, subject to a waiver for economic hardship; and the student will receive a one-day school suspension. After the device is retained for 10 school days and payment of $40 is received (subject to a waiver for economic hardship), the electronic device will be returned to the parent/guardian.

4th Offense: School will take and keep device for 20 school days. After the device is retained for 20 school days, the parent/guardian shall pay $60, which represents the actual cost associated with the confiscation and storage of the device, subject to a waiver for economic hardship. Additionally, the student can be subject to further disciplinary consequences at the discretion of the principal.

Note: The school is not responsible for any loss of or damage to an electronic device confiscated by the school and stored according to the discipline policy.

LEVEL III

3 – 1 Fighting
3 – 2 Gambling
3 – 3 Theft of personal and/or school property
3 – 4 Acts which threaten the safety and well-being of student and/or staff
3 – 5 Extortion - use of intimidation, coercion or force
3 – 6 Cheating on tests or exams
3 – 7 Vandalism of personal and/or school property
3 – 8 Using profane, obscene, indecent, immoral, or offensive language and/or gestures, and/or possession of obscene, indecent, immoral or offensive materials

DISCIPLINARY ACTION

First Violation
Minimum: School suspension from one to three days, or corporal punishment
Maximum: School suspension (three days), report to authorities when applicable

Repeated or Flagrant Violation
Minimum: School suspension (three days), and/or Levels 3-4 and 3-8 Teacher Support Team interventions
Maximum: School suspension (three days) and disciplinary hearing

Student will be responsible for all missed assignments or a grade of "O" will be permanently recorded. For theft or vandalism restitution shall be made regardless of other punishment.

LEVEL IV

4 – 1 Possession, use or under the influence of alcohol, counterfeit drugs, illegal drugs, narcotics, controlled substance(s) or paraphernalia.
4 – 2 Aggravated assault to a student
4 – 3 Assault on a school employee
4 – 4 Using profane, obscene, indecent, immoral, or offensive language and/or gestures directly to a staff member

Any student in violation of the above, shall be suspended by the principal for three (3) days and ordered to appear for a disciplinary hearing before a governing board-appointed Hearing Officer.

DISCIPLINARY ACTION

Minimum: Possible expulsion and a report will be made to the appropriate law enforcement authorities
Maximum: Expulsion

LEVEL V

5 – 1 Weapon(s) possession or use
5 – 2 Sale or distribution, or conspiring to sell counterfeit drugs, illegal drugs/alcohol, narcotics or controlled substance(s)
5 – 3 Students are prohibited from wearing, displaying, or possessing in any manner on school property or at school-sponsored events clothing, apparel, accessories, drawings, or

messages associated with any gang or social club that is associated with criminal activity, as defined by law enforcement agencies.

DISCIPLINARY ACTION

Minimum: Possession, other than gun – Expulsion and a report will be made to the appropriate law enforcement authorities
Maximum: Possession of a fire arm/gun or use of other weapon will result in expulsion from school for a period of not less than one year.

In addition to these penalties, provisions of the Mississippi Criminal Code are applicable to illegal behavior. The Principal is required to report illegal activities to the police.

DISCIPLINARY HEARINGS

When a student appears before a disciplinary hearing, the student will be subject to additional punishment up to and including suspension of more than three (3) days, or an expulsion from school.

Ongoing Stakeholder Involvement

Each year, Truth Academy STEAM Charter School will publish its Annual Report, which will contain complete information on the school's overall performance and progress, as measured by both internal and external assessments. This report will be presented to the Board of Trustees, the State Board, and the general public on the school's website. Information on the academic and social development of individual students will be made available to relevant stakeholders, who in turn will use that information, as follows:

Teachers will collect and use student data on a daily basis in the ways described above. In addition, teachers and advisors of each grade group (e.g., all teachers who work with grade 1-2 students) will meet biweekly with the Executive Director and SPED and ELL Administrators or teachers to discuss individual students' progress, as measured by test results, teachers' unit performance standards checklists (UPSC) for individual students, and observations of student conduct. They will use this information to identify the need for academic or social-emotional support intervention, to identify the need for more challenging work, to evaluate the effectiveness of the curriculum and instruction and make adjustments when necessary, to identify the need for professional development, and to better coordinate cross-disciplinary lessons and the after-school support/enrichment programs. At the end of each school year, teachers will again evaluate curriculum and instruction in light of what was learned during the preceding year and will make recommendations to the administrators about ways to improve the educational program. In so doing, they will make use of teacher, family and student feedback, and student data. Adjustments will then be made during the summer planning session.

School administrators will use student data to ensure that every child is receiving the support he/she needs to make progress and that every child is being sufficiently challenged, to conduct teachers' evaluations, and to inform families, the Board of Trustees, the community, and the Mississippi Department of Education (MDOE) about student achievement. Additionally, administrators, together with teachers, will continually use this data to develop and improve curriculum and teaching methods and to plan teachers' professional development. Using

information received in the mixed-grade level group meetings described above, and with the assistance of the person designated as the IT Specialist, the Executive Director will prepare bi-annual summary reports for the Board of Trustees that include multiple measures of academic performance (longitudinal cohort and school-wide progress, within-year student gains/losses, and year-to-year student gains/losses). The reports will also contain information on progress toward nonacademic goals.

The Board of Trustees will use aggregated student data provided in the Executive Director's bi-annual reports and his/her monthly updates at Board meetings to ensure that the school and its Principal are carrying out their responsibilities to students, families and the public.

Students will regularly discuss their academic and social-emotional growth (including their test results and other indicators of academic performance) with their teachers and advisors. Teachers will encourage their students to identify their challenges and develop plans for overcoming them. At their personalized student achievement plan (PSAP) conferences at the end of each semester, students will evaluate their own progress and set their goals for the upcoming semester. Students' self-evaluations will become part of their quarterly Progress Reports, which teachers will prepare for students, families, and the school administrator.

Families will have frequent (at least bi-weekly) personal contact with teachers and advisors regarding their child(ren)'s academic and social development, whether in person at school, or by email or telephone. Translation will be provided, if needed for ELL families. Families will receive Progress Reports at the end of each semester and their children's standardized test scores as soon as they are available. They will have a formal opportunity to discuss their children's progress at the bi-annual PSAP conferences.

Jeffery Kilpatrick
Mayor
Patricia Johnson
City Clerk
Terry Tyler
Police Chief
Daniel Morris
City Attorney
Melvin Matthews
Water/Street Supervisor

City of Drew

130 West Shaw Avenue
Drew, Mississippi 38737
Phone (662) 745-8556 • Fax (662) 745-8731

May 3, 2016

RE: Letter of Support for Truth Academy Charter School

Dear Dr Graham:

As Mayor of the City of Drew, Mississippi, I am writing this letter of support for Truth Academy Charter School, K – 6 (STEAM) based charter school to be located in the City of Drew, Mississippi.

Truth Academy charter School will provide a different education process and improve academic performance of students presently attending low performing schools.

As Mayor of the City of Drew, I will insure that the City of Drew will be an active collaborative partner in helping Truth Academy Charter School produce a high-performing school that will produce future leaders in our community. As mayor of the City of Drew I have a vested interest in the educational and personal success of students in the Drew area. These are our future community leaders. Our City leaders are on stand-by to support your endeavors and provide whatever you need to make your school a success for our children and community.

Sincerely,

Jeffery Kilpatrick
Mayor of the City of Drew, MS

DREW POLICE DEPARTMENT

120 West Shaw Avenue
Drew, Mississippi 38737

Phone (662) 745-2200
Fax: (662) 745-0183

www.drewpd.com
Email:
drewpolicedepartment@yahoo.com

TERRY TYLER
Chief of Police

May 2, 2016

Dear Shantal Johnson:

I am submitting this letter of support for Truth Academy Charter Schools plan to transform students in low-performing schools in Sunflower County in the 2017-18 school year. I understand that Truth Academy is a K – 6 (STEAM) program that focuses on student academic growth and performance.

As police Chief of the City of Drew I have a vested interest in the well being of the children is this community and look forward to working with Truth Academy and will support this school 100%. Thanks for your leadership and vision.

Sincerely,

Chief Terry Tyler

THE SHOP

135 NORTH MAIN ST.
DREW, MISSISSIPPI 38737

May 3, 2016

Dear Dr. Graham:

My business, The Shop, would be happy to support Truth Academy Charter School in any way we can. I am elated that you have chosen our town as the location for your school. I know that Sunflower County Schools are failing and you are offering our children a opportunity for a better education.

Respectfully

Christopher McKenzie

Christopher McKenzie
Owner and Operator

Re: Letter of Support

Dear Shantal Johnson:

This letter of support is written for Truth Academy Charter School that is slated to open in the City of Drew, Mississippi. I understand that Truth Academy will focus on students in grades K – 6 with academic training in Science, Technology, Engineering and Math (STEAM) based learning model. Truth Academy will be an integral part of community engagement with parents, students, community organizations and businesses in the City of Drew and surrounding communities.

Therefore, I support the educational purposes and mission of Truth Academy Charter School great educational opportunities. Thanks for your commitment to education

Sincerely,

D'zandra Johnson

Dear Shantal Johnson:

As a parent of five children who attend school in the Sunflower County Consolidated School District, I am writing this letter of support for Truth Academy Charter School that is scheduled to be located in the City of Drew. I hope that this alternative education will make a difference in my children's education.

Sincerely,

Shareatta Williams

Proposed Executive Director/School Developer - Dr. T.J. Graham
Educational Biography

Following my graduation from college in the summer of 1984, I began my career as a Memphis City Schools (MCS) Title I Mathematics teacher. I worked in this position until 1990 when the MCS Federal Programs Director encouraged me to apply for the position as Title I Technology Program Coordinator. I applied and was hired for the position in July of 1990. I worked as the Federal Program's Title I Technology Coordinator until June of 1992 when my immediate supervisor, the Director of Federal Programs, encouraged me to apply for the position as Title I Elementary Instructional Supervisor. I applied, got the job, and worked in this capacity until 1996, when I was again asked to apply for a high-level administrator position.

Upon the retirement of one of the district's Title I Elementary Instructional Supervisors, the Federal Programs Director recommended me for that vacant position. In July of 1992, I applied for and was hired in the position as Title I Elementary Instructional Supervisors and worked in this capacity until 1996, when I took a year's Sabbatical Leave to complete my doctoral program

Upon receipt of my doctoral degree, I resumed work as an educator, but in higher education. I worked as an Adjunct Professor in the undergraduate program at LeMoyne-Owen College and in both the undergraduate and graduate programs at the University of Memphis, while continuing to seek a position as a Pre-K–12 administrator. In August of 1998, I accepted a position as an Elementary School Principal in the Helena-West Helena School District in the Arkansas Delta. I experienced much success in this position, but due to the illness of my mother, it became necessary for me to resign my position as principal and return to Memphis to be closer to her.

Upon my return to Memphis in July of 2001, I applied and was hired as a full time Assistant Professor of Education at LeMoyne-Owen College. I worked successfully in this position until May of 2005, when the Chairman of the Helena-West Helena (H-WH) School Board, who asked me to consider returning to H-WH to serve as Interim Superintendent until the position could be permanently filled, contacted me. While at LOC, I served as:

- Instructor: Taught Upper Level Methods and Pedagogy Courses
- Chairman, Teacher Education Committee
- Member: NCATE (National Council for Accreditation of Teacher Education) Steering Committee
- Member: Curriculum, Scholarship, Academic Review, Honors & Standards Committees
- Coordinator, Partnership Programs (Teaching & Learning Community)
- Field Experiences Coordinator
- TRC (Tennessee Reading Collaborative) Liaison Between LOC and 7 Partner Elementary Schools
- Advisor - Alpha Kappa Mu Honor Society
- Advisor: 40 Undergraduate Teacher Candidates
- Supervisor: Ed. Undergraduates - Field Experiences, & Clinical Practice

In the spring of 2004, I wrote a proposal for and developed a Middle College/Early College High School on the campus of LeMoyne-Owen College in Memphis, Tennessee. The Bill and Melinda Gates Foundation initially funded the school (Hollis F. Price Middle College High

School), named for the college's first president. The school is affiliated with the Middle College Consortium at LaGuardia Community College in New York City, NY

I accepted the position as Interim Superintendent in June 2005 and worked in this position until I was officially hired as District Superintendent in July of 2005. However, due to pre-existing projected fiscal problems and ongoing problematic internal struggles along racial lines, among school board members and among top-level administrators, the district was taken over by the Arkansas Department of Education on September 8, 2005.

I sought employment from May 2005 until December 2005. On January 3, 2006, I accepted a position as Associate Professor of Education at Rust College in Holly Springs, Mississippi and worked in this position until I found another Pre-K–12 administrator position; this time as President (Director/Provost) of City University School of Liberal Arts, an inner city secondary (9–12) college preparatory charter school. While at Rust, I worked as:

- Instructor: Taught Upper Level Methods and Pedagogy Courses
- Field Experiences Coordinator
- Member of the Teacher Education Program Committee
- Clinical Practice Coordinator
- NCATE Coordinator
  Advisor – All Elementary and Middle School Education Majors
- Grant Writer
- Member of the Curriculum Development Committee; I developed two (2) courses for the Division of Education. They were:
- RDLA 337 (A Developmental Approach to Teaching Reading)
- EDUC 332 (Middle School Pedagogy)

In July of 2007, I was hired as President (Director/Provost) of City University School of Liberal Arts. After observing my job performance, the CEO of the sponsoring organization quickly promoted me to Chief Academic Officer, overseeing academic programs, faculty affairs and other academic support functions of the school. In this capacity, I worked to ensure the fulfillment of school's mission and goals and provided academic vision and overall leadership. In January of 2009, the CEO began to experience personal problems, which led to his involvement in on-campus behavior and activities not conducive to a learning environment. An extremely uncomfortable and hostile work environment resulted. This unfortunate occurrence persisted and finally resulted in the resignations of 80% of the school's original staff by the end of the 2009-2010 school year. I ended my term in November 2009.

I worked as an independent professional development consultant in Tennessee and Mississippi schools when I left the employ of City University. While I enjoy independent consultant work, my preference is school leadership. In August 2012, I was invited to consult with Southern Avenue Charter Middle School in an effort to design a program that would bolster the TCAP scores. That program was Blueprint for Academic Excellence. Soon after taking on this responsibility, I became the administrative leader in the following capacities: Academic Specialists, Teacher Evaluator, Title I Compliance Officer, ANET Lead, Special Projects Coordinator, Testing Coordinator, and Chief Academic Officer.

Due to ongoing budgetary problems, a Reduction in Force (RIF) was imposed, resulting in the termination of all consultant positions, including my position. In January 2014, I was recruited and accepted a position as School Level Title I Consultant at KIPP Memphis Collegiate Schools organization, where I am currently employed in that position as well as teaching 2 Grade 7 Mathematics classes. My complete Curriculum Vita (resume) follows:

GRAHAM, T.J., Ed.D.
7624 Glenfield Cove
Memphis, TN 38133
Cell Phone: (901) 517-8928
Email: tjgraham@bellsouth.net

Academic Degree

Ed.D.	Nova Southeastern Univ.	1997	Educational Leadership
M.A.	University of Memphis	1988	Administration & Supervision
B.A.	Delta State University	1984	Elementary Ed.; Minor, Fine Arts

Professional Experience

01/06/13 – Present	KIPP Memphis Preparatory Middle School – School Level Title I Coordinator/ Mathematics Instructor
08/17/12 – 10/04/13	Southern Avenue Charter Schools – CAO & Academic Specialist
11/07/09 – 08/16/12	Self –employed Educational Consultant (Memphis & DeSoto Co., MS)
07/09/07 – 11/06/09	City University Charter, Principal (2007-2008 & CAO 2008-2009)
01/03/06 – 05/15/07	Rust College, Associate Professor – Division of Education
06/13/05 – 08/08/05	Helena-West Helena School District, Superintendent of Schools
07/15/01 – 05/15/05	LeMoyne-Owen College, Assistant Professor of Elementary Education Director - W.E.B. DuBois Scholars Honors Program Director - Academic Skills Center Field Experiences Coordinator (Teacher Candidate Placements & Supervision)
2001 - 2002	LeMoyne-Owen College, Teacher Education Program Director
1998 - 2001	Helena-West Helena School District, Elem. School Principal
1997 - 1998	University of Memphis, Undergraduate & Graduate Instructor
1996 - 1997	Sabbatical Leave
1990 - 1996	Memphis City Schools, Instructional Supervisor/ Technology Coordinator & Coordinator of Title I Parent Center
1984 - 1990	Memphis City Schools, Chapter I/Title I Mathematics Teacher

Higher Education Experience and Leadership Roles

Rust College Faculty and Administrative Load
Module 5 – Summer Semester 2006
PRAX 230 PRAXIS I Seminar – 3 credit hours
PRAX 320 PRAXIS II Seminar – 3 credit hours

Module 4 – Spring Semester 2006
RDLA 334 Teaching Reading in the Content Areas – 3 credit hours
EDEE 333 Social Studies for Elementary Teachers – 3 credit hours
RDLA 331 Early Literacy II – 3 credit hours
RDLA 333 Teaching Language Arts (K-8) – 3 credit hours

Module 3 – Spring Semester 2006
RDLA 330 Early Literacy I – 3 credit hours
RDLA 334 Diagnosis of Reading Disabilities – 3 credit hours
EDUC 323 Educational Technology Competency – 3 credit hours

Other Rust College Assignments, January 2006 – 2008

- Field Experiences Coordinator
- Clinical Practice Coordinator
- NCATE (National Council of Accreditation of Teacher Education) Coordinator Advisor – All Elementary and Middle School Education Majors
- Grant Writer
- Coursework Developer
    a. Developed 2 courses – RDLA 337 (A Developmental Approach to Teaching Reading) and
    b. EDUC 332 (Middle School Pedagogy)

LeMoyne-Owen College Faculty and Administrative Load

Fall Semester, 2001 – Spring Semester 2005
ECED 203 Child Development – 3 semester units
EDUC 320 Measurement and Evaluation – 2 semester units
EDUC 321 Reading in the Content Areas – 3 semester units
EDUC 313/323/333 Develop. Approach to Reading & Literacy – 3 semester units
EDUC 408/414/422 Methods & Materials: Integrated Approach – 3 semester units

Other LeMoyne-Owen College Assignments, September 2001 – May 2005

- Chairman, Teacher Education Committee
- Member: Curriculum, Scholarship, Academic Review, Honors & Standards Committees
- Coordinator, Partnership Programs (Teaching & Learning Community)
- Field Experiences Coordinator
- Advisor - Alpha Kappa Mu Honor Society
- Advisor: 40 Undergraduate Teacher Candidates
- Supervisor: Ed. Undergraduates - Field Experiences, & Clinical Practice

Major Accomplishment at LeMoyne-Owen College:

Primary Writer/Developer – Hollis F. Price Middle College High School (Spring 2004)
Grant funded by Bill and Melinda Gates Foundation in the Spring of 2004- Affiliated with the Middle College Consortium at LaGuardia Community College in New York City, NY

Most Recent Professional & Academic Association Memberships:
Association of Teacher Educators, member
Member: Council on Education of the Gifted
Association for Supervision and Curriculum Development, member
National Association for Education of Young Children, member

Research

- *High Impact Tutorial: Instructional Strategy to Strengthen Reading and Writing Skills of K-2 Students in Helena-West Helena School District* - Arkansas Department of Education - Poverty Index Grant, $650,000 for three years (Fall 1998 – Spring 2001). In progress.
- *The Effects of Computer-Assisted Instruction Tutorial Program on Reading and Mathematics Achievement of At-Risk Grade 5 & Grade 6 Students in an Inner City School*, 1995-1996. Nova Southeastern University
- *Integrating Computer-Assisted Instruction in Reading and Mathematics Subjects for Primary-and intermediate-Level Students*, 1989-1991. University of Memphis

Dr. Graham will serve in the position of Executive Director (ED) for Truth Academy STEAM Charter School. The following is the job description for the ED position.

Position Title: Executive Director (CAO)
Position Type: Administrative
Purpose: Liaison
Reports to: Sponsoring Board/CMO Executive Leadership Team

General Summary: The Executive Director serves as a liaison between the sponsoring board, governing board, and school operations. The Executive Director also serves as an *ex-officio* member of the governing board of the school.

Essential Duties and Responsibilities

- Daily/Weekly electronic updates on student instructional data as revealed through predetermined formative assessments. All electronic update information referred to hereafter will be reported via email to the assigned DECS Management Inc. designee, which may change, from time to time, according to the executive committee.
- Daily/Weekly updates of school building to include grounds and maintenance scheduled and emergency maintenance.
- Daily attendance monitoring and reporting.
- Represent the school philosophy, objectives, and instructional program and guidelines within the local community by committing to being coachable to a uniquely innovative way of student learning.
- Coordinate the in development, implementation, and evaluation of professional development venues to accommodate school staff professional development.
- Keeps abreast of developments in curriculum and instruction and serve as an advocate in determining the appropriateness for each child's Individual Education Program.
- Assists in reviewing and evaluating results of the CMO selected formative assessment tools and their frequency of administration and methods of evaluation.
- Interprets the curriculum and its philosophy to the governing board, the school administration, the staff and the general public.
- Works with the principal to ensure special needs and gifted and talented student records are in order and in compliance with all state, regional and national IDEIA (Individuals with Disabilities Education Improvement Act) mandates.
- Confers with principal to gauge the needs of teachers.
- Assists in preparation of school calendar and announces required dates to be observed by staff.
- Supervises the maintenance of all required building records and reports.
- Supervises the daily use of the school facilities for both academic and non-academic purposes.
- Plans and supervises fire drills and an emergency preparedness program.
- Attend school board meetings on a regular basis and/or as needed; and

Education and Experience

- Hold a Bachelor's Degree from an accredited college or university.
- A minimum eight years of administrative/supervisory experience or equivalent.
- Minimum five-years of experience working with children with a clean work record.
- Must pass criminal background check and fingerprint

Job Description of other Truth Academy STEAM Charter School leadership positions that we plan to fill in subsequent years of operations

Position Title: Director of Curriculum & Instruction
Position Type: Curriculum & Instructional
Purpose: Provision of Curriculum Guidance
Reports to: Executive Director (CAO)

General Summary: Under the supervision of the Executive Director, who is also the Chief Academic Officer, the Director of Curriculum and Instruction performs administrative duties and provide leadership with primary responsibility for the research, planning, development, implementation, and evaluation of the curriculum and instruction functions for the District.

Essential Duties and Responsibilities

- Develops and articulates the School's mission, instructional philosophy, goals, and objectives using collaborative processes and problem-solving techniques;
- Directs and coordinates teachers and administrators in developing school-wide instructional goals, objectives, and assessment instruments, and systems of monitoring the implementation of the School and site staff development;
- Plans, organizes, and coordinates the School's categorical and special program functions and activities as assigned;
- Conducts workshops, orientations, and a variety of staff development and training activities pertaining to categorical program phase-in processes and project component requirements;
- Confers with, counsels, and advises management and instructional personnel concerning instructional methods, techniques, and strategies in compliance with state review team audit procedures;
- Researches and disseminates information pertaining to categorical programs and legal mandate changes in program requirements and standards;
- Reviews, monitors, and audits the categorical program budgets and special funds, and
- implements expenditure control procedures to ensure compliance with state, federal, and Board policies, regulations, and guidelines;
- Monitors the School Program Improvement status, including supplemental services;
- Supports and guides site administrators and teachers in developing a four-year college-going culture K- 8, particularly increasing completion rates;
- Develops and implements an ongoing procedure and analysis for curriculum review, development, and/or revision;
- Coordinates and supervises the annual revision of the Course of Study for grades K-8;
- Manages and controls the examination, evaluation, adoption, purchase and utilization of instructional resources, while directing the instructional materials department;
- Establishes lines of communication with staff and community regarding curriculum and instruction, including: promoting and developing community based partnerships to further the mission of the School and provide additional opportunities for students, and developing and disseminating public information regarding the School's

instructional program;

- Plans and implements professional development activities for certificated and classified employees, including research-based instructional practices, and assisting site administrators and teachers in planning staff development activities at the school level;
- Coordinates the School's Career Technical Education program (CTE), including partnership academies, Regional Occupational Programs, and articulation agreements;
- Coordinates the K-8 physical education, health, science, social science, fine arts, and music programs;
- Coordinates response to K-8 intervention;
- Collaborates with site Principal to plan and coordinate academic support programs during, after, and summer school;
- Secures consultants, specialists, grants, and other community resources to assist the School, Principal, and instructional staff in attaining objectives;
- Assists the supervisor in carrying out other duties and responsibilities as directed;
- Participates cooperatively with evaluator to implement the procedures by which he/she will evaluate in conformance with the School's uniform guidelines for certificated personnel evaluation and assessment.

Education and Experience

- Any credential(s) authorizing service as an intermediate level administrator in aa elementary and/or middle school setting
- Master's Degree;
- Training beyond credential requirements in curriculum, supervision, methods and
- materials, organization, and administration and a Doctor's Degree is desirable.

- Five years of experience in education;
- Teaching experience at the elementary and/or secondary school level, experience in coordination and supervision;
- Three to five years as a successful principal, significantly increasing student achievement is desirable.

Position Title: Assistant Principal
Position Type: Administrative
Purpose: Instructional Leadership
Reports to: Principal

General Summary: The Assistant Principal will assist the Principal in overseeing the instructional program of the school.

Essential Duties and Responsibilities

- Will lead professional learning communities
- Will conduct weekly data meetings to track students' progress
- Model instruction/lesson for teachers
- Manages and inventories instructional materials for the school
- Develop school accreditation committee for organizational growth
- Conducts classroom observations
- Provides feedback on instructional landscape of the school
-

Education and Experience

- Certificate, license, or other legal credential required.
- Degree(s) required and area of major study.
- Kind and amount of prior job experience.
- Such alternatives to the above qualifications as the board may find appropriate and acceptable.

Position Title: Chief Financial Officer (CFO)
Position Type: Executive
Purpose: Fiscal oversight
Reports to: Executive Director and the Board of Directors

General Summary: The Chief Financial Officer CFO plans, organizes, directs, manages, and evaluates the CMO and individual school's accounting, budgeting and payroll activities, manages and directs fiscal year-end closing process, establishes and revises accounting and payroll processes and procedures, conducts accounting and budget analysis, and provides complex staff assistance to the school principals and other administrative staff.

Essential Duties and Responsibilities

- Plans, organizes and directs the work of the fiscal services department, including accounting, budgeting and payroll functions.
- Manages, trains, and audits work of subordinates in all budget and financial subsystem applications and ensures that established operational procedures and local, state and federal laws are followed.
- Prepares, plans, and manages fiscal year-end closing process to assure validity and accuracy of the charter management organization's financial data for subsequent preparation of CMO/school financial statements.
- Directs and oversees regular reconciliation of all CMO/school funds, including all balance sheet and income statement accounts.
- Designs and conducts audits of CMO/school funds and accounts, prepare year-end financial data for quarterly and annual audits, prepare audit schedules and act as liaison with external auditors. Provides training to schools and departments on audit findings and internal controls. Provides centralized reconciliation and reporting of student body fund accounting for school sites and external auditors.
- Oversees and reviews all funds received and deposited from the state, federal, and philanthropic funding sources.
- Prepares financial/budget analysis and reports as required or requested.
- Coordinate the fiscal management and financial accountability of categorical programs by managing and directing staff in budgeting for grants/entitlements and verifying accuracy of financial data. Directs staff in a coordinated effort with program directors to prepare accurate financial reports to local, state and federal grantors.
- Assists the Board Chairman/ & Executive Director in preparation of CMO/school annual and interim budgets, including data for projections of income and expenditures by programs and funds. Consults and coordinates with site school principals on their allocation budgets on a regular basis.
- Ensures that all tax reports, retirement reports and other reports required by local, state or federal agencies are prepared and submitted in a timely fashion.
- Recommends appointment of personnel, provide or coordinate staff training, work with employees to correct deficiencies, implements progressive discipline procedures for employees, recommends employee terminations.
- Advises school administrators, school site staff and CMO staff regarding various

fiscal policies and procedures, financial/budgets system utilization, and other financial and budget related issues on a regular basis.

- Directs, oversees, and participates in the development of the office work plan, assigns work activities, projects and programs, monitors work flow, develops and implements policies and procedures, reviews and evaluates systems, methods and procedures.
- Recommends goals and objectives, monitors and reviews existing and proposed legislation related to school finance, analyzes and implements any new Mississippi Department of Education (MDE)/ State of Mississippi General Principles of Accounting.
- In the absence of the Board Chairman has responsibility for coordination and general direction of other CMO business operations (as may be assigned).
- Evaluate department services to determine efficiency and effectiveness in meeting goals and objectives.
- Attends conferences and meetings for the purpose of maintaining professional knowledge, and to represent the charter management organization.
- Acts as advisor to the Board Chairman on all questions relating to the business and financial affairs of the charter management organization.
- All other duties as assigned by the Board of Directors

Education and Experience

- Bachelor's Degree from an accredited college or university with major course work in business, finance, accounting or closely related field or any combination of professional training or experience equivalent to four years in financial analysis, or in fields directly related to position requirements
- Certified Public Accountant Designation
- Minimum 5-years experience in the financial auditing of government entities government, non-for-profit, and/or small businesses
- Four 5-years of professional accounting experience, including two years of management and supervisory experience
- Practical understanding of the principles and practices of accounting, payroll, budgeting, and financial management
- Auditing and fixed asset control procedures
- Principles and practices of management, administration, supervision, and training.
- Financial and budget analysis and research procedures.
- Automated computer systems, databases for business applications.
- Current on all federal legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the CMO and managed schools

Brief Biography and Resume of Proposed School Leader

I am Shantal Johnson. I am a 34 year-old native of Drew, Mississippi. Although I moved away from Drew five years ago, it has not changed the love I have for my hometown. I graduated from Drew High School in May of 1999. I furthered my education and graduated from Mississippi Valley State University in May 2007, earning a Bachelor of Arts degree in Social Work. I moved to Tennessee, in 2010 to work at Youth Village with children who were court ordered to remain in a Level 4 facility for troubled children. In June of 2013, I was accepted into the Memphis Teaching Fellows Program, which is an alternative licensure track for non-education majors. I began my first year teaching during the 2012 – 2013 school year and have been teaching since. I am currently employed at KIPP Memphis Preparatory Middle School as a Grade 5 Science teacher. I also serve as Grade Level Chairman for the fifth grade. I am also finishing up my Master's program in Leadership Excellence at Bethel University in Memphis, TN. My resume follows:

Shantal K. Johnson

1474 Eloise Road • Memphis • Tennessee • 38106 • (662) 721-6046 • shantalk81@gmail.com

CAREER OBJECTIVE

To become an educational leader with a broad range of skills and expertise.

CERTIFICATION

- Memphis Teaching Fellows – An Alternative Certification Program of Lagacy Memphis City Schools
- Highly qualified to teach Middle School (4-8), Special Education (K-12), and Reading (K-8)

EDUCATION

Bethel University — Present
Masters of Arts in Education – Leadership Excellence

TNTP Academy — Memphis, TN — 2012
Rigorous teacher preparation program with
Memphis Teaching Fellows

Mississippi Valley State University — Itta Bena, MS — 2007
Bachelor of Social Work

PROFESSIONAL EXPERIENCE

KIPP Memphis Collegiate Schools — Memphis, TN — 06/14 – present
5th grade Science and Grade Level Chair

- Teach 5th grade TN Science State Standards - KIPP Memphis Preparatory Middle School
- Develop long-term plans based on Tennessee science curricular standards
- Create lesson plans based on long-term curricular goals
- Develop classroom management system and procedures
- Participate in professional development workshops and discussions
- Conduct grade level meeting
- Create meeting agenda and schedules

Shelby County Unified School District — Memphis, TN — 08/13 – 05/12
7th grade Math

- Taught 7th grade TN Math State Standards (Lester Middle School)
- Developed long-term plans based on Tennessee math curricular standards
- Created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions

Memphis City Schools Memphis, TN 08/12 - 05/13
4-6 grade Emotionally Disturbed/Self-Contained

- Taught 4-6 grade TN State Standards in all content areas (Lester Middle School)
- Developed long-term plans based on Tennessee curricular standards
- Created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions
- Taught Life Skills
- Planned and conducted community field trips monthly
- Ordered supplies and resources for students
- Provided academic modifications to ensure academic success

Memphis City Schools Memphis, TN Summer 2012
Memphis Teaching Fellow

- Taught in a summer school classroom for students in Memphis City Schools (Wooddale Middle School)
- Developed long-term plans based on Tennessee curricular standards
- Created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions

Mid-South Health Systems Memphis, TN 03/12 – 06/12
Community Intervention Specialist

- Assisted clients with meeting the goals on treatment plans
- Created and implemented interventions for clients to successfully work on treatment
- Aligned clients with various resources for self-sufficiency

Youth Villages Bartlett, TN 12/10 – 03/12
Teacher Counselor

- Created weekly schedules based on RE-Ed principles
- Documented behavior levels and participation of youth
- Created an inclusive and safe environment for the youth

HONORS & DISTINCTIONS

- Praxis Score of 156 in the area of Middle School Content Knowledge.
- Praxis Score of 175 in the area of Special Education (Mild to Moderate)
- KIPP School Leadership Program Participant

CIVIC AND VOLUNTEER EXPERIENCE

Teacher Mentoring Program Memphis, TN Present

- Participant in the School Mentor Program
- Provide exemplar teaching to college students
- Allow Rhodes Scholars the opportunity to get teaching practice in an actual classroom setting)my classroom)

KIPP School Leadership Program Memphis, TN 2014-2015

- Cohort Member
- Learned basic skills of small leadership roles
- Learned teaching strategies

Boys and Girls Club Drew, MS 2008

- Assistant Program Coordinator
- Assisted with membership intake and completed required paperwork
- Implemented modules that taught life skills

GearUp Drew, MS 2006

- Afterschool Volunteer
- Helped middle school students access information needed for high school graduation and attending college
- Provided tutoring and acted as a mentor

Position Title: **Principal**
Position Type: Administrative
Purpose: School Instructional Leadership
Reports to: Governing Board & Executive Director

General Summary: The Principal is responsible for setting the school culture and serving as the greatest promoter of the schools instructional program. The Principal will use leadership, supervision, and administrative skills to promote the educational development of each student.

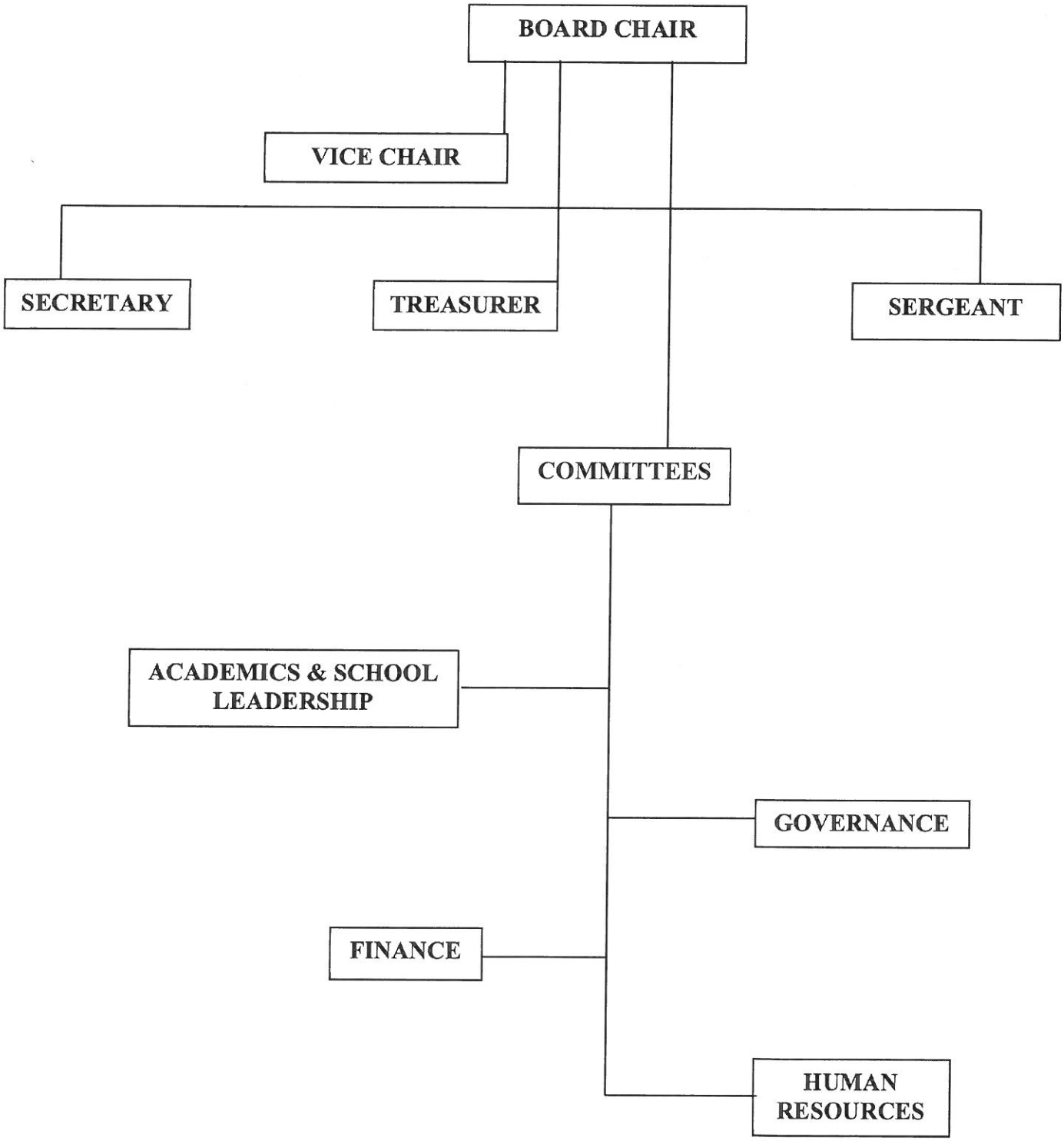
Essential Duties and Responsibilities

- Establishes and maintains an effective learning climate in the school.
- Plans, organizes, and directs implementation of all school activities.
- Keeps the immediate supervisor informed of the school's activities and problems.
- Makes recommendations concerning the school's administration and instruction.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Assumes responsibility for the implementation and observance of all policies and regulations by the school's staff and students.
- Leads in the monitoring of the instructional program.
- Supervises the guidance program to enhance individual student education and development.
- Attends special events held to recognize student achievement, attends school-sponsored activities and functions.
- Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
- Assists in recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
- Provides instructional leadership by personality observing instruction and counseling all certified staff under his/her guidance.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Conducts meetings of the staff as necessary for the proper functioning of the school.
- Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
- Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
- Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.
- Serves as an ex-official member of all committees and councils regarding the school.
- Cooperates with college and university officials regarding teacher training and preparation.

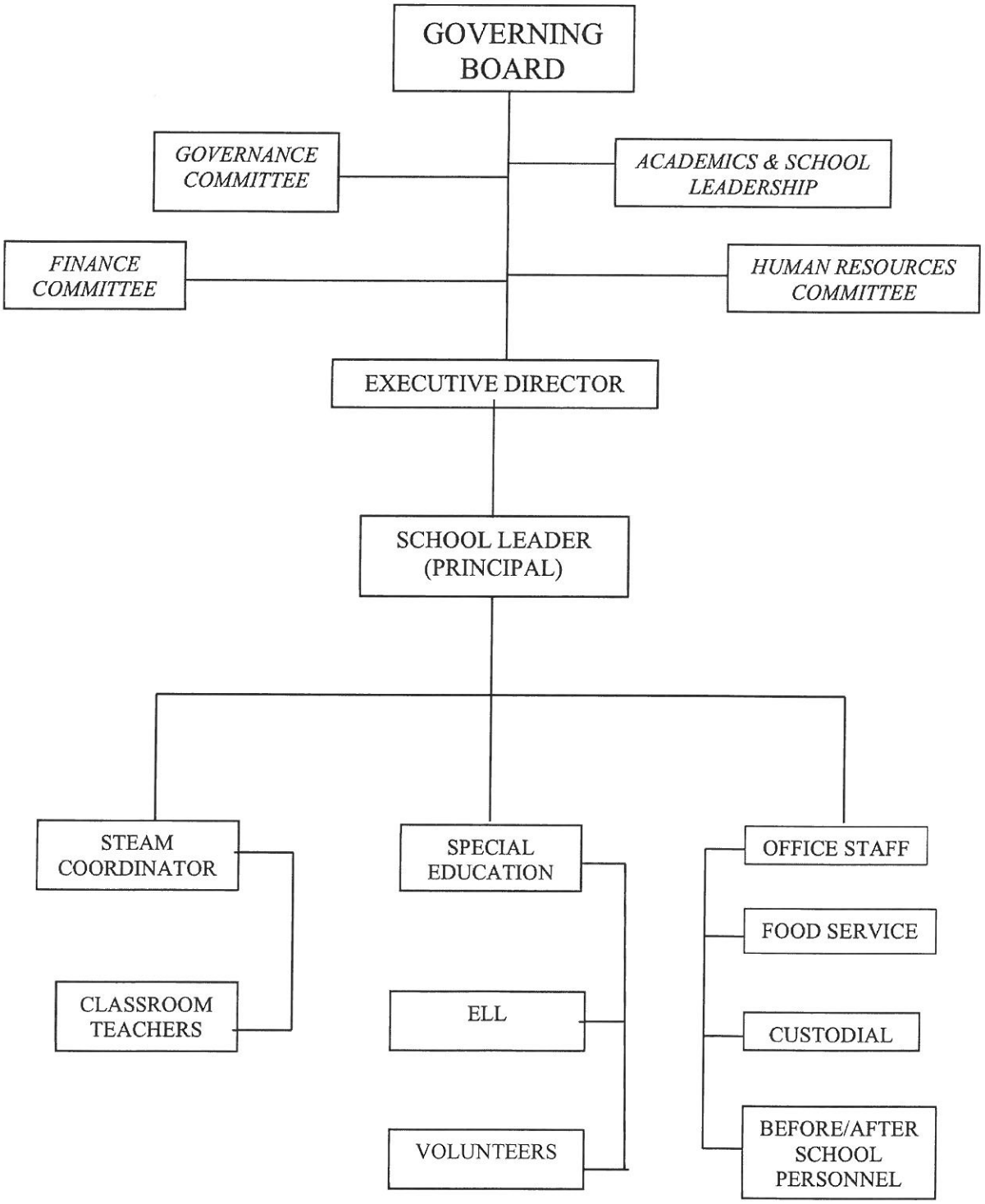
Education and Experience

- Certificate, license, or other legal credential required.
- Degree(s) required and area of major study.
- Kind and amount of prior job experience.
- Such alternatives to the above qualifications as the board may find appropriate and acceptable.

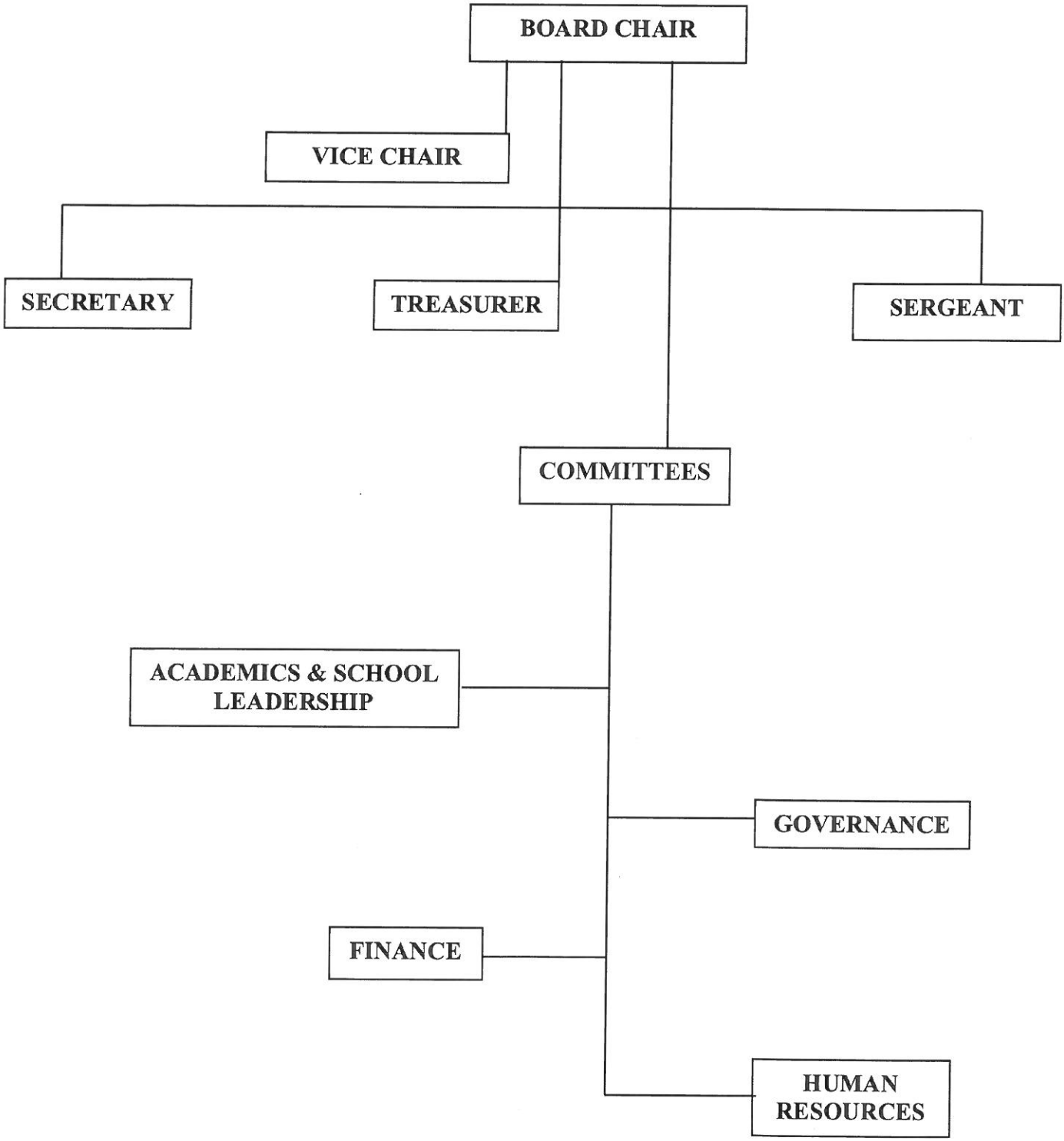
Truth Academy STEAM Charter School
Governance Structure
(Year 1)



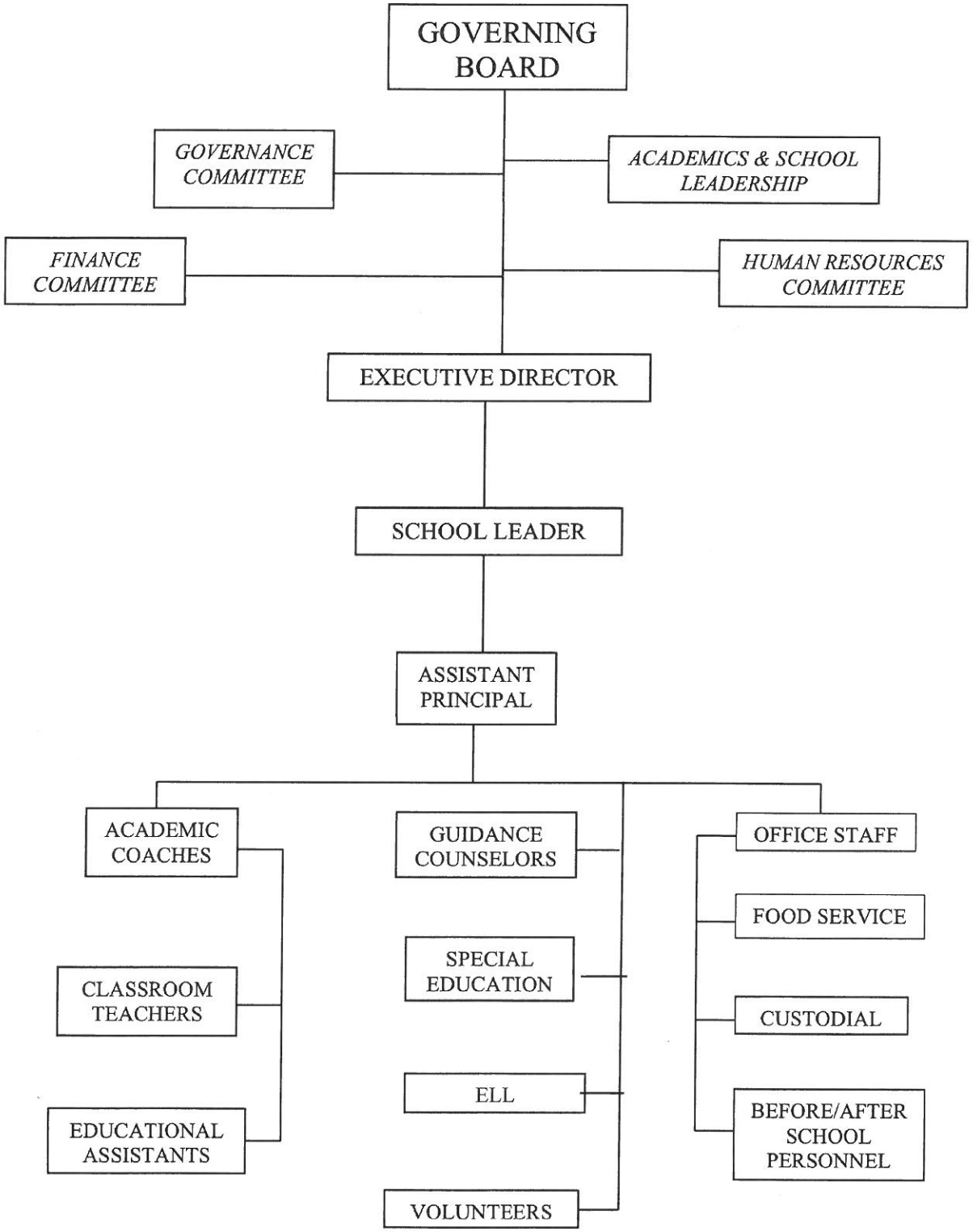
Truth Academy STEAM Charter School
Management Organizational Chart



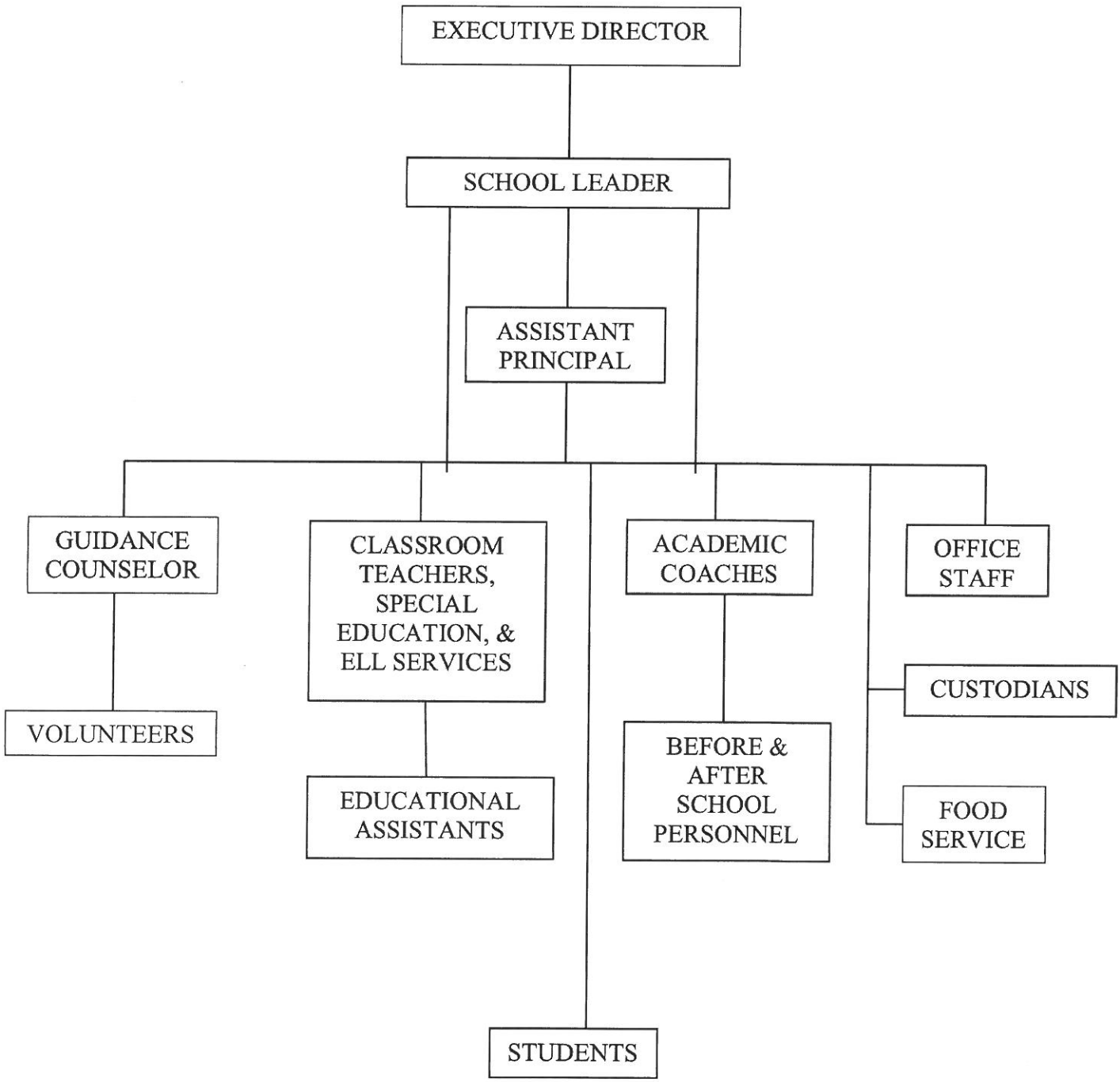
Truth Academy STEAM Charter School
Governance Structure
(End of Charter Term)



Truth Academy STEAM Charter School
Governance & Management Organizational Chart

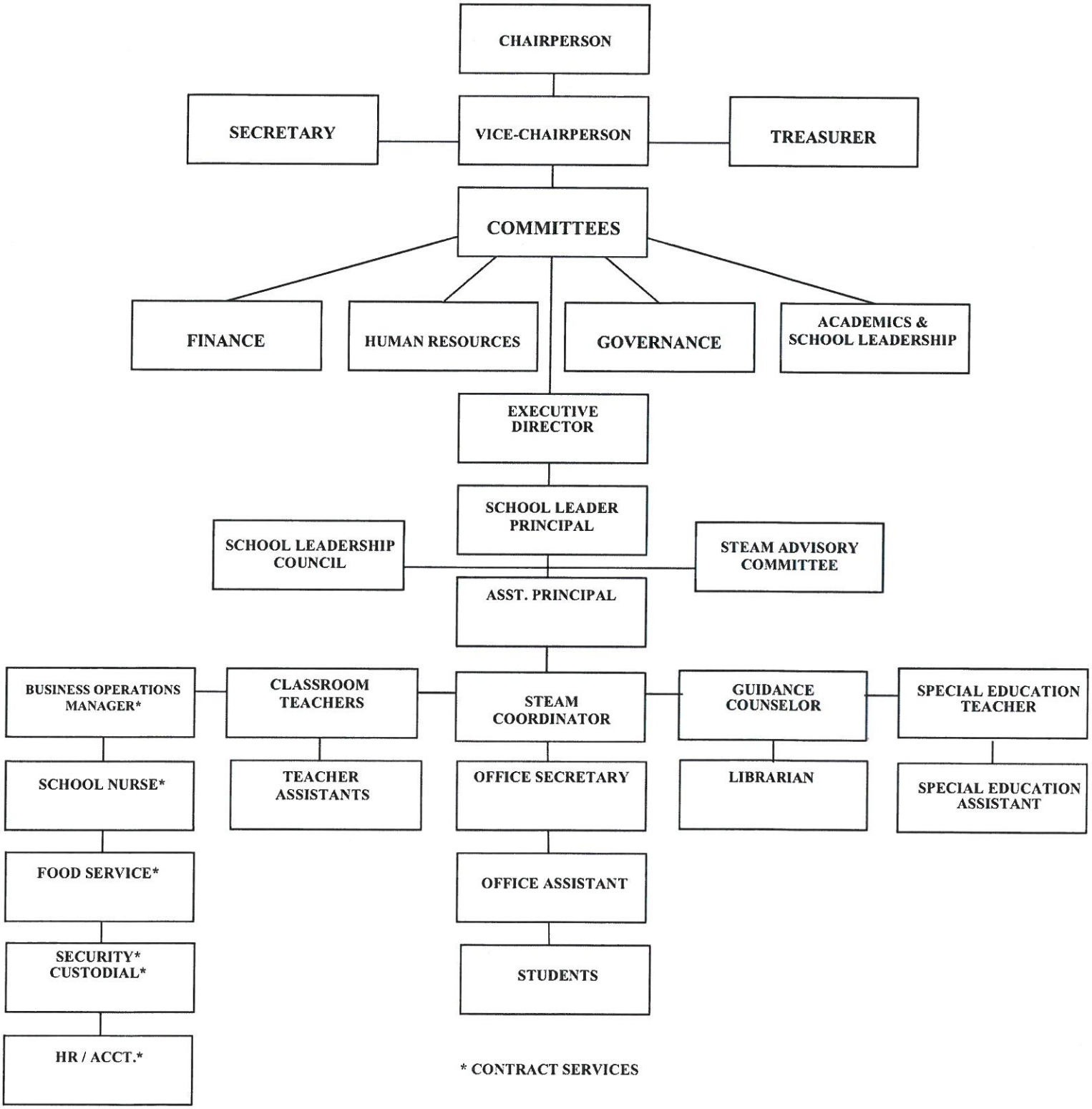


Truth Academy STEAM Charter School
School Level Management & Staff Organizational Chart



Truth Academy STEAM Charter School

MANAGEMENT ORGANIZATIONAL CHART



* CONTRACT SERVICES